

THE WELSH ELEMENTARY SCHOOL SERIES.

ELEMENTARY WELSH
FOR SCHOOLS & PRIVATE STUDENTS

STAGE 1.

THIRD EDITION.

PRICE NINEPENCE.

PUBLISHED FOR

The Society for Utilizing the Welsh Language

By D. DUNCAN & SONS, CARDIFF,

LONDON: SIMPKIN, MARSHALL & CO.

1887.

Blair. 477.

To School Boards and other Educational Authorities in Wales.



[WHAT CAN BE DONE ?]

Under the Code of Regulations of the Education Department now in force Welsh School Authorities enjoy much more extensive powers than have ever before been granted them to institute in their schools a distinctively national system of education. Briefly put these powers enable them :—

1. To teach Welsh Grammar as a Specific Subject in Standards V., VI., VII.

2. Instead of the present system of English parsing and analysis, to introduce a graduated scheme of translations from Welsh to English *in every class in the school.*

3. *In every Standard and for every subject* Bilingual Reading Books may be used, teaching Welsh reading and English reading side by side. Welsh headlines for the writing copy-books, and Welsh songs to Welsh words may be systematically used.

4. The History of Wales may be systematically taught throughout the whole school ; and the Geography of Wales specialized throughout the course.

5. Schools taking Welsh as a class subject (see No. 2 above) may also take translation instead of English composition in the higher Standards, thus practically teaching English and Welsh composition together in the easiest and most rational manner.

6. Small country schools may be divided into three classes instead of seven Standards, *e.g.*, First-class—Standards I., II. ; Second-class—Standard III. ; Third-class—Standards IV., V., VI., VII. ; thus economizing the teaching staff.

Under the Welsh Intermediate Education Act similar privileges are granted, for details of which see page 5 of the Society's Annual Report for 1891.

IMPORTANT MODIFICATIONS

SANCTIONED BY

THE EDUCATION DEPARTMENT.

The New Code for 1889, when first issued, created some disappointment in Welsh circles owing to the small amount of concessions which it appeared at first to make to the special needs of Welsh schools, and to the unanimous recommendations of the late Royal Commission on this subject, backed as they had been by the active private support of the leading Welsh members on both sides of the House of Commons and by several of the Welsh peers. We are glad to say, however, that the fears on this score of those interested in Welsh education have been set at rest by a letter from Sir William Hart-Dyke, the Vice-President of the Committee of Council on Education, to Sir John Puleston, M.P., who has taken a warm interest in the matter from the outset, and has been in close communication with the Education Department on behalf of the Welsh Utilization Society.

This important letter may be taken as an official interpretation of the New Code, the provisions of which, read in the light of the Vice-President's explanation, will be found to concede, to all intents and purposes, the whole programme which was put forward in April, 1886, by the Welsh Utilization Society in their Memorial to the Royal Commission, and since then generally accepted by Welsh educationists.

[*Letter from Sir WILLIAM HART-DYKE, Vice-President of the Committee of Council on Education.*]

(COPY).

“MY DEAR PULESTON,—First as to Welsh recognised as a specific subject. It has been so recognised for the last two years, and has been mentioned in the annual report submitted to Parliament. The forthcoming report of H.M. Inspector, Mr. Williams, in the Welsh district, will be published, as it was two years ago, in a separate form, so as to be generally accessible to the Welsh people, and, besides the statistical matter relating

to Wales, will contain the figures for the last two years showing the number of departments and scholars who have taken Welsh as a specific subject. It is not included in Schedule III., because it is thought better to leave the scheme of instruction, as far as possible, to the initiative of the locality. . . . The words "at the discretion of the inspector" (note to Schedule I.) refer to the substitution of dictation for composition in the upper standards generally; and the Inspectors will certainly be instructed to give every encouragement to the translation of Welsh into English, or the rendering in English of a story read in Welsh.

"We must not encourage the Welsh language at the expense of English, but rather as a vehicle for the sounder and more rapid acquisition of English, and with that object the use of bilingual reading books, sanctioned in footnote to page 23, will enable Welsh and English to be acquired *pari-passu* in all the standards. It is clearly for the managers to decide upon the expediency of using these books; the concession being granted in the most unqualified terms, and being, indeed, the obvious antecedent of the new regulation as to composition in the upper standards.

"The first footnote to Schedule II. empowers managers to submit, and the Inspectors to approve, any progressive scheme of lessons in the subjects named. This will clearly enable the map of Wales to be used in illustration of the terms taught in Standard II., and the Physical and Political Geography of Wales to be substituted for that of England in Standard III., under suitable conditions. It will also enable English as a class subject to be so handled as to adjust it to the special difficulties and needs of Welsh schools.

"I venture on the whole to plead that all legitimate demands of those who are interested in Welsh education have been very fairly and completely met.—I remain, very truly yours,

(Signed) "W. HART-DYKE."

The portions of the Code to which the foregoing letter refers are these :—

SCHEDULE I.—*Elementary Subjects.*

N.B.—"In Welsh districts translation into English of an easy piece of Welsh written on the blackboard, or of a story read twice, may be substituted (for English competition)."

SCHEDULE II.—*Class Subjects.*

Footnote 1.—If the managers desire, they may submit to the Inspector at his annual visit, and the Inspector may approve for the ensuing year, some progressive scheme of lessons in these subjects, providing for not less than three groups.

Footnote 2.—In districts where Welsh is spoken, the intelligence of the children examined in any elementary or class subject may be tested by requiring them to explain in Welsh the meaning of passages read, and bilingual books may be used for the purpose of instructing the scholars.

SUMMARY OF THE POWERS GRANTED BY THE
NEW CODE.

A careful reading of the Code in the light of the official interpretation afforded in Sir William Hart-Dyke's letter shows that the effects of apparently minor modifications are far-reaching, and of the highest importance as regards Welsh schools. In effect they will open the door to a thorough change in the whole system of Welsh elementary education. Summarized briefly they amount to this :—

1. Welsh grammar may be taught as a specific subject in Standards V., VI., VII., and a grant of 4s. will be paid on account of each child who passes this examination.

2. A rational system of teaching English as a class subject by means of a graduated system of translations, and an appeal at each step to the intelligence of the children, may be substituted for the present requirements in English grammar in all the standards, and a grant of two shillings per child on the average of the whole school will be paid if the results of the examination be satisfactory.

3. In all standards and in all subjects taught in the school bilingual reading-books may be used, and bilingual copy-books may be used in teaching writing.

4. The geography of Wales may be taught up to Standard III., and the history of Wales may be taught throughout the whole school, by means of books partly Welsh partly English, and a grant of two shillings per head on the average of the whole school may be earned for each of these subjects if the results of the examination are satisfactory.

5. Schools taking up the new method of teaching English as a class subject may also claim the right to substitute translation from Welsh to English for English composition in the elementary subjects, and thus reap a double benefit.

6. Finally, the small village and country schools, so numerous in the Principality, may, for the purposes of class teaching, re-arrange the standards into three groups, *e.g.*, Group 1, Standards I., II.; Group 2, Standards III., IV.; Group 3, Standards V., VI., VII. This will be a material relief to under-staffed schools.

Taken as a whole, the concessions made to Welsh demands are highly satisfactory, and Wales is to be congratulated on having at last secured a sensible system of elementary education adapted to her special circumstances and needs.

All that now remains is for teachers and managers of schools to avail themselves largely of these new powers.



The Welsh Elementary School Series.

WELSH

AS A SPECIFIC SUBJECT

FOR

ELEMENTARY SCHOOLS.

STAGE I.

*Compiled by a Committee of Elementary School
Teachers.*

SIXTH EDITION.

PUBLISHED FOR

The Society for Utilizing the Welsh Language,

BY D. DUNCAN AND SONS, CARDIFF.

LONDON : SIMPKIN, MARSHALL, AND CO.

1891.

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PREFACE.



THE Council of the Society for Utilizing the Welsh Language feels that there is now no apology needed for the movement set on foot by the Society to secure the official recognition and the rational utilization of the Welsh Language, in the course of Elementary Education in Wales.

The results of the first examinations in this subject held by Her Majesty's Inspectors in the Schools of the Gelligaer School Board, afford a complete justification of the action taken by the Society.

The fears entertained by practical educationists at the outset of the movement may be summarized thus :—

1. That the introduction of Welsh would add materially to the labour of teachers.
2. That in Schools containing an English element, the scheme would prove to be unworkable.

3 That the teaching of Welsh would result in a lesser degree of proficiency in other subjects, and especially in English.

The experiment made by the Gelligaer School Board has, however, tended to show that all these fears were groundless. Notwithstanding that the teachers had no textbooks to assist them, and that the labour of teaching was consequently greater in their case than it need be in future, neither teachers nor parents complain of any material additional labour in the year's work. In more than one School it has been shown that the children of English-speaking parents have passed a highly creditable examination in Welsh—one such child, indeed, standing third in the total number of marks earned. As to the injurious effect upon other subjects, it is sufficient to point out that *where Welsh has been taken up the uniform success of all classes has never been greater than now; that the children have improved in English, and that in one case the grant for English was doubled*, on account of the increased proficiency in that subject which followed the teaching of Welsh as a specific subject. For further particulars, see the annexed Reports.

These facts speak for themselves, and go

to show that BY TEACHING WELSH—(1) An additional grant of four shillings per pass can be earned. (2) The other subjects taught do not suffer. (3) The English of Welsh children is improved, while English children learn an additional language; and the children thus learn two languages well, instead of learning one badly. (4) The improved general efficiency of the school results in higher grants for other subjects. (5) Parents and children are brought to take a more lively and intelligent interest in school work.

The Council feels confident that as these facts become generally known, managers and teachers will, in the best interests of their schools, take up this subject very extensively.

As regards the book itself, the Council has only to say that, the teachers of the Gelligaer Schools being the only ones who had the advantage of actual experience in teaching this subject, and having the results tested by Her Majesty's Inspectors, it was felt that they were better fitted than any others for the task of preparing a text-book suitable for use in Elementary Schools. A Commission for preparing a series of these books was accordingly issued by the Society to :—Mr. DAVID HOPKINS, Gelligaer Village School ;

Mr. THOMAS C. THOMAS, Bedlinog Board School; Mr. MATHEW OWEN, Pontlottyn Board School; Mr. THOMAS JONES, Bargoed Board School. To these gentlemen is due the credit for compiling the first text-book for teaching Welsh in Elementary Schools.

How well the work has been done, this little book—the first of the series—testifies. That the work admits of improvement, and that extended experience of the working of the scheme will necessarily suggest modifications, is felt by the Compilers themselves, even more than by their friendly critics; but it will be generally admitted that as a first attempt to meet an existing pressing need, this little work will commend itself to general approval.

The acknowledgment of the obligations of the Society would not be complete without special reference to the valuable services rendered by Mr. OWEN M. EDWARDS, Balliol College, Oxford, in so kindly supplying the Stories in Welsh History as exercises for translation in the Third Part.

Though this little work is intended chiefly for use in Elementary Schools, it is at the same time suited for all persons commencing the grammatical study of the language in

either school or college. Its simplicity and careful gradation will recommend it to the favour of practical teachers and of private students.

The book for the Second Stage is now in active preparation, and will be very shortly issued.

July 1st, 1887.

PREFACE TO THE SECOND EDITION.



THE expectations of the Council of the Society have been fully realized in the ready sale found for this little work, a second edition being called for within two months of the issue of the first. It is gratifying to know that the issue of a suitable text-book has had the effect of inducing a number of School Boards, as well as individual Schools, in North, Central, and South Wales, to take up the subject at once, with the view of presenting their classes in it at the next examination. This leads the Council to hope that the introduction of Welsh into the course of Elementary Education will, at no distant date, be the rule rather than the exception in Welsh Schools.

The criticisms on the work have hitherto all been friendly, and for the most part favourable. The defects pointed out have been few, and will be found to have been

remedied either in the present edition or in the more advanced stages which are now in the press. Acting on the advice of a number of practical teachers, the matter in the present edition, while practically remaining the same in substance as in the first edition, has been re-arranged. There have been added, chiefly for the benefit of English Students, introductory chapters on Welsh Reading and Pronunciation, and on the Mutation of Initial Consonants, while the Vocabulary at the end of the Book has been so arranged as to include every word in the translation exercises, and to afford the student a ready guide to the use of all forms of the same root word. Some additional examples of Easy Conversational Sentences have also been added, while the worked translation exercise, showing the phrase translations, illustrating the difference in the idioms of the two languages, will be appreciated by English Students.

September 1st, 1887.

SYLLABUS FOR WELSH AS A SPECIFIC SUBJECT.

NOTE.—*The following Scheme has been submitted to W. Williams, Esq., H.M. Chief Inspector of Schools for the Welsh Division, and has been approved by him on behalf of the Education Department.*

STAGE I.

1.—(a) Nouns and Adjectives with their inflexions (Number and Gender). (b) The Personal Pronoun. (c) Conjugation of the Verb “Bod” in the inflexional form only; also the Imperative and Infinitive of the same Verb.

2.—To translate from Welsh into English, and from English into Welsh, easy conversational sentences containing the Verb “Bod” only.

3.—To translate, or write from dictation, any short passage from a Welsh book approved by H.M. Inspector. (15 pages to be prepared.)

STAGE II.

1.—(a) Conjugation of the Active (Inflexional and Periphrastic with “Bod”) and Passive of the Regular Verb “Dysgu.” (b) The Pronouns, Adverbs, Prepositions (simple and pronominal).

2.—(a) To translate from Welsh into English, and from English into Welsh, easy conversational sentences containing the Verbs “Bod” and “Dysgu,” or any Regular Verb contained in the matter prepared for translation in 3. (b) To parse one of the Welsh sentences given in (a).

3.—(a) To translate a short passage from a Welsh book approved by H.M. Inspector. (15 pages to be prepared.) (b) To recite 40 lines of Welsh poetry with knowledge of meanings and allusions.

STAGE III.

1.—(a) Conjugation of Irregular Verbs, Compound Prepositions, Conjunctions, Interjections. (b) A knowledge of the chief prefixes and affixes of words, and the leading rules for the mutation of initial consonants, as illustrated in the Welsh book (see 3).

2.—To write a short theme or letter in Welsh on an easy subject.

3.—(a) To translate a passage from a Welsh book approved by H.M. Inspector. (25 pages to be prepared.) (b) To recite 60 lines of Welsh poetry, with knowledge of meanings and allusions.

N.B.—1. The matter prepared for translation or recitation must be different in the several stages. 2. The scholars may be required to give written as well as oral answers to all questions (including those set in translation).

(Approved) W. WILLIAMS,

April 2, 1837.

H.M. Chief Inspector for the Welsh Division.

RESULTS OF THE FIRST EXPERI- MENTS.

—o—

THE Gelligaer School Board was the first to put the principles advocated by the Society into practical operation. Welsh, as a Specific Subject, was introduced into their schools in the year 1886. In November and December of that year, the First Examinations were held, with most satisfactory results, as the following

EXTRACTS FROM H.M. INSPECTOR'S REPORTS,

kindly supplied by the Chairman of the Board, will shew :—

“ Welsh as a specific subject has proved an encouraging experiment.” 14 passed at this school.

“ The fifth and sixth standards not only passed well in English Grammar, but also passed with credit in Welsh as a specific subject.” 17 passed at this school.

“ Great care has been bestowed on Welsh as a specific subject, yet the uniform success of all classes has never been greater.” 19 passed at this school.

“ Welsh has been taken as a specific subject with advantage to English Grammar, *the classes that have been learning Welsh being most decidedly successful in English.*” 13 (girls) passed at this school.


“ An improvement in English Grammar in the fifth and sixth standards accompanies a most encouraging success in Welsh as a specific subject: **the higher rate may now be recommended for English.**” 14 passed at this school.

Attention is especially directed to the fact that **where Welsh has been taught, the children have improved in English.** In one case the grant for English was doubled on account of the increased proficiency in that subject which followed the teaching of Welsh as a Specific Subject.

Thus it will be seen that in addition to the special grant of four shillings per child earned for each pass, the effect of the introduction of Welsh into the schools is an improved general efficiency, resulting in a considerable money gain to the school.

SAMPLE QUESTIONS.

The following are samples of the Questions set at some of the first examinations.

 *Teachers of Schools where Welsh is taken as a Specific Subject, will materially aid the movement, as well as assist in securing uniformity of standards of examination throughout Wales, by forwarding to the Secretary copies of the Questions set in this Subject at the Government Examinations of their Schools.*

NOTE.—It would be well to bear in mind that these papers were set before the foregoing scheme was submitted for approval, and so are not based upon it.

FIRST PAPER.

1.—(a) Give the plural of the following words :—Dant, esgid, brân, asgwrn. (b) What are the feminine forms of :—Brawd, dyn, ewythr, bachgen da. Add the corresponding English words.

2.—Write out—(a) The Present Indicative of “Bod,” with the corresponding English tense. (b) The Welsh names of the Days of the Week.

3.—Translate into English :—(a) A welsoch chwi y gwaed coch ar wyneb y bachgen mawr? (b) Beth yw pris y caws? Swllt y pwys. Mae'n rhy ddrud. (c) Parse :—Beth yw pris y caws?

4.—Translate into Welsh—(a) How old is your mother? Are you likely to see her soon? (b) Have you any brothers? Yes; I have two—one at Cardiff, and the other at Swansea.

5.—Read the Welsh words written on the blackboard (different words for each girl).

SECOND PAPER.

1.—(a) Reading Welsh. (b) Welsh Recitation, with knowledge of meanings, &c.

2.—Translate into English :—(a) Mae pren yn derbyn rhan o'i gynaliaeth o'r ddaear, a rhan arall o'r awyr drwy ei ddail. (b) Yn fuan daeth y ci at y drws. Cafodd yno damaid o fara, ac aeth ymaith heb iddynt sylwi arno.

3.—Parse the following Welsh sentence :—Ond yr oedd yr haul yn rhy ddysglaer iddo edrych arno.

4.—Translate into Welsh :—(a) The shepherd took the girls with him to the mountains. (b) The roots of a tree are in the ground, its leaves are in the air.

5.—Write out the Past Indicative of “Y mae genyf,” and the Future Indicative of “Bod,” with the corresponding English tenses.

(NOTE.—The Master having taught these Verbs was anxious to have his work thoroughly tested.)

THIRD PAPER.

1.—(a) Give the plural of the following words:—Dafad, asgwrn, tywysog, myfi. (b) Give the feminine of:—Gwr, arglwydd, ceiliog, ceffyl-gwyn.

2.—(a) Give the Amser Anorphenol Modd Mynegol of the Verb “Bod,” with the corresponding English tense. (b) Give the four degrees of comparison of:—Pell, drwg, melus, and tlawd, with their English equivalents.

3.—Translate the following sentences into English:—(a) A ydyw yr eneth fach yn y tŷ? (b) Afal melus iawn ydyw hwn. (c) Y mae pump o wragedd yn y tŷ mawr sydd yn agos i'r afon. (d) Byddant yma yn foreu iawn, cyn toriad y dydd, boreu yfory.

Point out the parts of speech in the last of the above Welsh sentences.

4.—(a) Translate the following into Welsh:—Has the butcher a long knife? (b) They will be happy at their aunt's house? (c) He was a young man then. (d) A black dog and a white cat are close to my chair.

FOURTH PAPER.

1.—(a) Give the plural of the following words:—Bardd, estron, bryn, efe. (b) Give the feminine of:—Ewythr, gwas, dyn, tarw du.

2.—(a) Give the Future Indicative of “Bod,” with the corresponding English tense. (b) Give the four degrees of comparison of:—Call, trwm, bach, and cyfoethog, with their English equivalents.

3.—Translate the following sentences into English:—(a) A ydyw y fuwch fawr yn yr ardd? (b) Yr oedd ef yno ddoe, ond ni fydd hi yma heddyw. (c) Byddwch yn ferched da. (d) A oes gwallt gwyn ar ben hen wr yn wastad?

Point out the parts of speech in the last sentence.

4.—Translate the following sentences into Welsh:—(a) How do you do? (b) The wicked boy is now far from his father's house. (c) Cardiff is a big town. (d) A soldier was here yesterday.

FIFTH PAPER.

1.—Give the feminine of the following:—Ci gwyn, ceffyl, brawd bach, gwas.

2.—Give the plural of:—Afon, troed, careg, oen.

3.—Write the Perfect Tense of the Verb “Bod.”

4.—Translate into English:—(a) Oedd y dyn a'i gi du yn yr ardd? (b) Pwy yw perchen y tŷ mawr yna? (c) Mae'n oer iawn heddyw. (d) Parse:—Oedd yn yr ardd.

5.—Translate into Welsh:—(a) Mary's father is blind. (b) Is William heavier than James? (c) Philip was up in London last April. (d) When will they be going home?

WHAT THE GOVERNMENT BLUE BOOK SAYS.



SINCE the first edition of this little work appeared, the Education Department has issued in the form of a Blue Book, "The General Report for the Welsh Division for the year 1886, by W. Williams, Esq., Chief Inspector." In this Report, Mr. Williams says :—

"A question of much interest has been brought prominently forward of late, viz., the Utilization of the Welsh Language (in the Elementary Schools), and has been taken up by an influential Society, the Council of which includes the names of most of the leading educationists in Wales. The objects of this Society have been fully set forth in a Memorial to the Royal Commissioners on Elementary Education,* and I shall not refer to them at length here. I wish, however, to state that it is not intended to try to retard the spread of the English Language, or to interfere with the teaching of English in Welsh Schools; on the contrary, one of the main objects is to make the teaching of English more intelligent and thorough. Mr. Edwards (H.M. Inspector for the Merthyr District) is strongly in favour of the movement, and I beg to refer to his reasons for it given in the Appendix to this Report. The actual result produced on the present system in many Welsh-speaking districts is, that the bulk of the scholars, it is to be feared, pass through the schools without acquiring sufficient knowledge of English to understand or take pleasure in reading an English book, whilst their mere colloquial knowledge of Welsh is insufficient to enable them fully to appreciate a Welsh book. Welsh has been already taken as a specific subject in some schools, and I beg to refer to Mr. D. I. Davies' account of it in the Appendix."

The Appendix referred to is as follows :—

Reasons given by Mr. W. EDWARDS, Her Majesty's Inspector, for the introduction of Welsh.

"They are chiefly these : (1) That Welsh is the constant home language of a very large proportion of the inhabitants of Wales, besides being the language of many newspapers and periodicals.

* A copy of this Memorial will be sent free on receipt of a stamped addressed wrapper. Apply to the Secretary of the Society.

(2) That it is expedient that Welsh should be taught grammatically as long as it retains its position as the language of the majority. (3) That many children who pass through the Elementary Schools will in after life fill positions in which a good grammatical knowledge of Welsh is extremely desirable, if not absolutely indispensable. (4) That bilingual instruction is always useful in improving the faculties of thought and expression through the presentation of one idea in two different modes. By its means also the acquisition of a third language is rendered easier. (5) That the spread of English will not be retarded by the teaching of Welsh. The latter will only be taught in connection with the former. Translations will be required not only from English into Welsh, but also from Welsh into English. Welsh children at present rarely have the power of composing in English. Translation is at once an aid and an exercise in composition. (6) That in Scotland, in Ireland, and in various Continental countries the necessity of bilingual instruction is conceded, and the advantages which accrue from it, *e.g.*, in Switzerland, are acknowledged to be considerable. (7) That as the subject is optional, there is no danger of its being introduced against the wishes of the parents. (8) That the machinery for teaching Welsh already exists, although a little preparation may be required. Teachers of Welsh nationality are, as a matter of fact, already chosen in preference to English teachers for service in Welsh Schools. If Welsh teaching is required in schools conducted by Englishmen, it will be easy to provide the special instruction without unsettling the staff. (9) The question of practicability will settle itself, if experiments are allowed to be made, without unnecessary restrictions."

*Remarks by Mr. DAN ISAAC DAVIES, Her Majesty's
Sub-Inspector of Schools.*

"Eight schools under the Gelligaer School Board have been examined in Welsh, as a specific subject, according to a scheme approved by her Majesty's Inspector for the district of Merthyr, and, out of 110 presented, 89 passed. One of the schools was examined according to a scheme proposed by the Society for Utilizing the Welsh Language, which possesses some advantages over that proposed by the School Board, especially for the children of English parents. In one school an English boy stood second, and an English girl third; and the success of the English children was greater than might have been expected.

"In one school, conducted by a master who did not know Welsh, the subject was well taught by an assistant mistress, an ex-pupil teacher. The master, seeing the progress made by his scholars,

some of them from English homes, took to studying Welsh himself, and soon made good progress.

“The English Grammar of Standards V., VI., VII., has been improved by the teaching of Welsh as a specific subject, and for this reason *it might be advantageous to take Welsh as a specific subject when it would be unadvisable to take any other special subject.* One strong reason for teaching Welsh is that the demand for bilingual officials is increasing in all parts of Wales, and especially in the populous mining districts of East Glamorganshire, in which there has been of late years an immense increase of population (mainly Welsh), and to which districts several additional Members of Parliament, taken from the Anglicized Pembroke, Brecon, and Radnor Boroughs, have been assigned.”—*From the Welsh Education Blue Book, 1886-7.*

THE WELSH ALPHABET.

(YR ABIEC.)

Letter.	Name.	English Word containing the sound.	Welsh Word containing the sound	
A	a	ah	father	bád
		fat		mán
B	b	bee	boy	bod
C	c	ek	can (always hard)	caws
Ch	ch	ech	(there is no English equivalent ; the Scotch <i>ch</i> in <i>loch</i> is similar)	chwaer
D	d	dee	dog	dyn
Dd	dd	eth	then	modd
E	e	ch	fate	bedd
		fell		pen
F	f	ev	vain	fel
Ff	ff	eff	full	ffa
G	g	egg	gay (always hard)	gof
Ng	ng	ing	sing	angor
H	h	hatch	have	haul
I	i	ee	feel	llin
		tin		pín
L	l	el	love	l/i
Ll	ll	ell	(there is no English equivalent)	llaw
M	m	em	mine	mam
N	n	en	nun	nef
O	o	oh	go	clo
		not		tón
P	p	pee	pan	pen
Ph	ph	ffee	phrase	phiol
R	r	err	run	mor
Rh	rh	rhee	r with <i>h</i> strongly sounded	rhaff
S	s	ess	snow	Sais
T	t	tee	time	tan
Th	th	ith	thin	cath
U	u	uh	(there is no English equivalent, the nearest being <i>i</i> in <i>unique</i>)	llun
		shoot		dull
W	w	ooh	shoot	tôr
		foot		drol
Y	y	yh	further	fy
		ugly		yn
		clique (the nearest approach)		dydd
		syntax	“ “	bryn

Mh, Nh, Ngh, called respectively Mhee, Nhee, and Nghee, being the aspirated forms of M, N, and Ng, are regarded by some as additional consonants.

WELSH READING AND PRONUNCIATION.

The first difficulty to be surmounted by an English Student learning to read Welsh is to remember that—

1. Every letter in every Welsh word must be sounded.
2. Every letter in Welsh has always the same sound.

NOTE.—The Welsh vowels *a, e, i, o, u, w, y*, have a long and a short sound (see the table on preceding page). The only exception to the rule is *y*, which is pronounced somewhat like *y* in “syntax,” in most words of one syllable, and in the last syllable of words of more than one syllable, and like *u* in “ugly” in all other places.

Remember that—

a is *always* sounded like *a* in father or fat, *never* like *a* in fate.

e ” ” *a* in fate or *e* in fell, *never* like *e* in me.

i ” ” *ee* in feel, or *i* in tin, *never* like *i* in ice.

o ” ” *o* in go or not, *never* like *o* in to.

u is pronounced like the French *u*, and *never* sounded like *u* in *up* nor in *use*.

w is *always* sounded like *oo* in shoot or foot.

y is *never* sounded like *y* in *by*.

DIPHTHONGS.

Welsh Diphthongs differ from the English in the fact that each of the vowels of which they are composed is sounded; for instance *ai* in Welsh would always be sounded like *ay* in “aye” and never like *ai* in “pail.” The following table will assist the learner—

Diphthong.	Sound.	English Word containing the sound.	Welsh word containing the sound.
ae	a and e	there is no English equivalent, the nearest being <i>ay</i> in “aye”	traed
ai	a and i	<i>aye</i> (never sounded like the English <i>ai</i> in “pail”)	paid
au	a and u	there is no English equivalent, the nearest being <i>ay</i> in “aye”	cau
aw	a and w	there is no English equivalent (never sounded like the English <i>aw</i> in “law”)	cawl
e	e and i	long <i>i</i> as in <i>ice</i>	ein

eu	e and u	there is no English equivalent, the nearest approach being the long <i>i</i> in "ice"	<i>beudy</i>
ew	e and w	there is no English equivalent (never like the English <i>ew</i> in "dew")	<i>tew</i>
*ia	i and a	<i>Yankee</i>	<i>ia</i>
*ie	i and e	<i>yet</i>	<i>iesu</i>
*io	i and o	<i>yonder, yoke</i>	<i>Ior</i>
iw	i and w	long <i>u</i> as in "use"	<i>niwl</i>
oe	o and e	no English equivalent, the nearest being <i>oy</i> in "boy"	<i>oen</i>
oi	o and i	<i>toil</i>	<i>troi</i>
ow	o and w	<i>how</i>	<i>trown</i>
uw	u and w	no exact English equivalent, the nearest being <i>ew</i> in "dew"	<i>Duw</i>
*wa	w and a	<i>wasp</i>	<i>gwan</i>
*we	w and e	<i>well</i>	<i>wel</i>
*wi	w and i	<i>will</i>	<i>gwisg</i>
wy	w and y	no exact English equivalent	<i>bôyd</i> (with first vowel prominent)
*wy	w and u	nearest being <i>wi</i> in "wind"	<i>gwynt</i> (with second vowel prominent)
yw	y and w	long <i>u</i> in "use"	<i>ydyw</i>
yw	y and w	no exact English equivalent	<i>clywsom</i>

Strictly speaking, the first letter in each of the pairs marked with an asterisk (*) is not a pure vowel, being of the same character as the English *y* and *w* in "yet" and "with."

In other instances, we have double vowels sounded separately, as :—

ao, in *parhaodd*, pronounced *par-ha-odd*.

ea, ,, *eang*, ,, *e-ang*.

eo, ,, *deon*, ,, *de-on*.

and the exceptional *ie* in the word "ie" (*yes*), pronounced *i-e*.

NOTE.—Sometimes three, or even more, vowels come together, in which cases the first two are generally sounded together, and the third (with the vowel following it, if any) separately, as :—

A—a^aea, *dae^aar*, pronounced *dae-ar*.

aua, *cau^aad*, ,, *cau-ad*.

awe, *aw^eel*, ,, *aw-el*.

awy, *aw^yyr*, ,, *aw-yr*.

E —	euo,	<i>euog</i> ,	as in	eu-og.
	euw,	<i>deuwn</i> ,	„	deu-wn.
	ewy,	<i>newyn</i> ,	„	new-yn.
O —	oio,	<i>troion</i> ,	„	troi-on.
U —	uwiau,	<i>duwiau</i> ,	„	duw-iau.
W —	wia,	<i>gwialen</i> ,	„	gwi-al-en.
	wiai,	<i>gwiail</i> ,	„	gwi-ail.

▲ few of the treble vowels are monosyllables, as :—

I —	iac,	as in	<i>trin-iaeth</i>
	iai,	„	<i>iaith</i> .
	iau,	„	<i>teith-iau</i> .
	iaw,	„	<i>iawn</i> .
	iei,	„	<i>ieith-oedd</i> .
	ieu,	„	<i>ieu-anc</i> .
W —	wae,	„	<i>gwael</i> .
	wai,	„	<i>gwaith</i> .
	wau,	„	<i>gwau</i> .
	waw,	„	<i>gwawr</i> .
	wei,	„	<i>gwein-i</i> .
	wew,	„	<i>gwew-yr</i> .
	wiw,	„	<i>gwiw</i> .

In each of these instances, however, it will be seen that the first letter is really only a semi-vowel.

CONSONANTS.

The Welsh consonants present less difficulty than the vowels to the English student. With the exception of *Ch* and *Ll*, they all have similar sounds in English. The Welsh *ch* is the same as the Scotch *ch* in “loch,” and the *Ll* is an aspirated *L*.

It should be remembered that *C*, *c*, is always hard, like the English *K* (never soft, like *c* in “city”).

G, *g*, is always hard, like the English *G* in “go” (never soft, like *g* in “gin”).

F, *f*, is always soft, like the English *V* (never hard, like the English *F*).

Ff, *ff*, is always hard, like the English *F*.

Ng, ng, is always like the English *ng* in “singer” (never like the English *ng* in “finger,” nor the English *ng* in “danger”).

Dd, dd, is always soft, as the English *Th* in “that,” “then,” “this.”

Th is always like the English *Th* in “thin,” “moth.”

The other consonants have precisely the same sound as in English.

ACCENT.

The invariable rule in Welsh Reading is to place the accent on the last syllable but one of the word ; and if a syllable be added to a word, the accent is moved in accordance with this rule. In this respect it differs materially from the English accent. This may perhaps be illustrated by giving side by side the English and the Welsh accent to an English word thus :—

<i>English accent.</i>	<i>Welsh accent.</i>
intent,	<i>intent.</i>
intention,	<i>intention.</i>
intentional,	<i>intentional.</i>
unintentionally,	<i>unintentionally.</i>

There is also in Welsh frequently a sort of lighter accent on every alternate syllable backward from the chief accent, thus the word “unintentionally” in the Welsh accent would be shown thus :—

un-in-ten-tion-AL-ly.

With the above explanation the accent on the following examples will be sufficiently clear :—

Gwirion, gwirionedd, gwirionEDDau.

Mab *Efrog*, un o freninoedd y *Gogledd*, oedd *Peredur*. Yr oedd gan y *Brenin Efrog* saith o feibion *dewrion*, a *Pheredur* oedd yr ieuangaf ohonynt i gyd. *Gydag anmhleidGARWch plentyn*, *edmygai y bachgenyn geffylau buan a phicellau hirion marchogion Arthur.*

THE MUTATION OF INITIAL CONSONANTS.

For the purposes of the Government requirements, the consideration of this important subject will be postponed until the Third Stage. It has been, however, suggested that it would be advisable, for the sake of English Students, that a short explanation of this, the Englishman's chief difficulty in mastering the language, should be prefixed to the First Stage.

It must strike an ordinary English Student as strange that the word *tad* (father) should be written in each of the following forms—*tad*, *dad*, *nhad*, *thad*; that *gair* (word) should be also spelt *ngair*, *air*; and that *mam* (mother) should be sometimes represented by *fam*. And yet a little consideration of these changes will prove that they are all subject to rules which never vary.

The first thing to be borne in mind is that there is a fixed root for each word—that it is the root or radical form of the word *alone* which is found in an ordinary dictionary; and that the changes which the initial consonant of any word undergoes depend entirely upon the sense in which the word is used, or upon the word immediately preceding it.

The next thing to be remembered is that it depends entirely upon the initial consonant of the root word—what form the change may take under given conditions. Thus we have the words *gân* and *gair*, both beginning with *g*, but they are not subject to the same rule, for the reason that *gân* is only a modified form of *cân*, which begins with *c*, while *gair* is itself a root word.

If the examples given above be considered, it will be seen that the first word is given in *four* forms, that is, the root word and *three* changes; the second word has the root word and *two* changes; the third word has the root word and *one* change. Our first work, then, is to classify

these changing consonants according to the number of changes they undergo.

Before proceeding to do this, it would perhaps be well for the student to consider the following combined letters as being additional consonants:—

Ngh, called nghee, being ng	}	with the sound of h added.
Mh ,, mhee, ,, m		
Nh ,, nhee, ,, n		

Now, as to the classification referred to above, we place in

THE FIRST CLASS, *C, P, T*,

which take three changes each.

<i>C</i> is changed into <i>G, Ngh,</i> and <i>Ch.</i>
<i>P</i> ,, <i>B, Mh,</i> and <i>Ph.</i>
<i>T</i> ,, <i>D, Nh,</i> and <i>Th.</i>

These changes are illustrated thus:—

<i>Radical.</i>	<i>First Remove.</i>	<i>Second Remove.</i>	<i>Third Remove.</i>
	his	my	her
<i>cam</i> (step),	<i>ei Gam,</i>	<i>fy NGHam,</i>	<i>ei CHam</i>
<i>craig</i> (rock),	<i>ei Graig,</i>	<i>fy NGHraig,</i>	<i>ei CHraig</i>
<i>poen</i> (pain),	<i>ei Boen,</i>	<i>fy MHOen,</i>	<i>ei PHOen</i>
<i>plaid</i> (party),	<i>ei Blaid,</i>	<i>fy MHLaid,</i>	<i>ei PHLaid</i>
<i>tad</i> (father),	<i>ei Dad,</i>	<i>fy NHad,</i>	<i>ei THad</i>
<i>tai</i> (houses),	<i>ei Dai,</i>	<i>fy NHai,</i>	<i>ei THai</i>

The next thing is to know when to use the radical, and when to use any particular form of the modifications to which it is subject.

The following general rules may assist the student. It will be noted that, for facility of reference and comparison, the lettering and numbering of the rules follow the class of rule throughout the series.

1. The **Radical** is always used in the First Class:—

(a) In the first word in a sentence.

(b) After the Numerals *tair* (three, fem.), *pedwar* (four, m.), *pedair* (f.), &c.

(c) After some Indefinite or Adjective Pronouns *pob* (every), *peth*, and *rhai* (some).

(d) After the Plural Possessive Pronouns *ein* (our), *eich* (your), *eu* (their).

(e) For the Prepositional form of the Possessive Case, as *dyn plaid* (a man OF PARTY), *tad cân* (the father OF SONG).

(f) For the Nominative Case, following a Verb, as *syrthiodd craig* (A ROCK fell), *gwelwyd ty* (A HOUSE was seen).

(g) After these Prepositions—*cyn* (before), *er* (since), *erbyn* (against, by), *wedi* (after), *mewn* (in), *rhag* (from), *rhwng* (between).

(h) For Masculine Nouns following *y*, *yr*, *'r* (the) or their Compounds *a'r* (and the), *i'r* (to the), *o'r* (of the), and the numeral *un* (one).

(i) For Masculine and all Plural Adjectives, as *tad tyner* (TENDER father), *creigiau celyd* (HARD rocks).

(j) For Verbs which are followed by their Nominatives, as *yna canodd Mair* (then Mary SANG), *tawela y môr* (the sea WILL BECOME CALM); and for Participial Verbs following *yn* as, *mae Victoria yn teyrnasu* (Victoria IS REIGNING).

2. The First Remove is used—

(a) After the Adverb *mor* (so), for Adverbs with *yn*, as, *mae Mair yn canu yn gywir* (Mary is singing CORRECTLY), and where the Verb is placed after the subject, as *efe darawodd gyntaf* (he STRUCK first), *hi a gododd* (she ROSE).

(b) After the Numerals *dau* (m.) and *dwyr* (f.) (two).

(c) After some Indefinite or Adjective Pronouns, *ambell* (some), *holl* (all), *unrhyw* (any), *amryw* (several), *y fath*, *cyfryw* (such), *y naill* (the one).

(d) After the Masculine Possessive Pronoun *ei* (his) and its Combinations *a'i* (and his), *i'w* (to his), *o'i* (from his).

(e) For the Nominative Case following *yn* with the Verb To Be (apposition), as *mae hon yn gan dda* (this is a good SONG), *mae hwn yn dy tlws* (this is a pretty HOUSE). For the Objective Case after the Passive form of Verbs, as, *gwelwyd craig gan dad y bachgen* (a rock was seen BY THE FATHER of the boy). For the Objective Case after Simple Active Verbs, as *gwelodd craig* (he saw a ROCK), but not after Compound Verbs, which take the Radical, as *mae efe yn gweled craig* (he is seeing a ROCK), *caf weled craig* (I SHALL SEE a ROCK).

(f) After the Prepositions *am* (about, for), *ar* (on, at), *at* (to), *gan* (with, by), *heb* (without), *hyd* (until), *i* (to, for), *tros* (over, for), *trwy* (through), with (by, at), *o* (out of, from), *tan* (until, under).

(g) For Feminine Nouns following *y*, *yr*, *'r* (the), or their compounds *a'r* (and the), *i'r* (to the), *o'r* (of the), and the numeral *un*.

(i) For Feminine Adjectives, as *cân dyner* (TENDER song).

3. The **Second Remove** is used—

(d) After the Possessive Pronoun *fy* (my).

(g) After the Preposition *yn* (in).

4. The **Third Remove** is used—

(a) After the Conjunction *a* (and).

(b) After the Masculine Numeral *tri* (three).

(d) After the Feminine Possessive *ei* (her), and its combinations *a'i* (and her), *i'w* (to her), *o'i* (from her).

THE SECOND CLASS, *G*, *B*, *D*.

Do not confound the radical *G*, *B*, and *D*, with the inflected *G*, *B*, *D*, which form the first remove of *C*, *P*, *T*.

The radical initial consonants *G*, *B*, *D*, take two changes each.

<i>G</i>	is changed into	—	and	<i>Ng</i> .
<i>B</i>	“	“	<i>F</i>	“ <i>M</i> .
<i>D</i>	“	“	<i>Dd</i>	“ <i>N</i> .

<i>Radical.</i>	<i>First Remove.</i>	<i>Second Remove.</i>	<i>Third Remove (the same as the radical).</i>
	his	my	her
<i>Gair</i> (word),	<i>ei -air,</i>	<i>fy NGair,</i>	<i>ei Gair.</i>
<i>Gwlad</i> (country),	<i>ei -wlad,</i>	<i>fy NGwlad,</i>	<i>ei Gwlad.</i>
<i>Brawd</i> (brother),	<i>ei Frawd,</i>	<i>fy Mrawd.</i>	<i>ei Brawd.</i>
<i>Bran</i> (crow),	<i>ei Fran,</i>	<i>fy Mran,</i>	<i>ei Bran.</i>
<i>Darn</i> (piece),	<i>ei DDarn,</i>	<i>fy Narn,</i>	<i>ei Darn.</i>
<i>Dalen</i> (leaf),	<i>ei DDalen,</i>	<i>fy Nalen,</i>	<i>ei Dalen.</i>

1. The **Radical** is always used in the Second Class, under the same rules as apply to the First Class.

2, 3. The **First Remove** and **Second Remove** are governed by the same rules as in the First Class.

4. The **Third Remove** is precisely the same as the **Radical**.

THE THIRD CLASS, *M*, *Ll*, *Rh*.

Do not confound the **Radical** *M*, in such words as *mam*, with the inflected *M* from *B*, in such words as *fy mrawd* (my brother).

M, *Ll*, and *Rh* take only one change each.

M is changed into *F*.

Ll " " *L*.

Rh " " *R*.

Thus :—

<i>Radical.</i>	<i>First Remove.</i>	<i>Second Remove (same as radical).</i>	<i>Third Remove (same as radical).</i>
	his	my	her
<i>Mab</i> (son),	<i>ei Fab,</i>	<i>fy Mab,</i>	<i>ei Mab.</i>
<i>Merch</i> (daughter),	<i>ei Ferch,</i>	<i>fy Merch,</i>	<i>ei Merch.</i>
<i>LLo</i> (calf),	<i>ei Lo,</i>	<i>fy LLo,</i>	<i>ei LLo.</i>
<i>LLaw</i> (hand),	<i>ei Law,</i>	<i>fy LLaw,</i>	<i>ei LLaw.</i>
<i>RHybudd</i> (notice),	<i>ei Rybudd,</i>	<i>fy RHybudd,</i>	<i>ei RHybudd.</i>
<i>RHeol</i> (rule),	<i>ei Reol,</i>	<i>fy RHeol,</i>	<i>ei RHeol.</i>

1. The **Radical** is used in the Third Class under the same rules as in the First Class.

Exceptions (h).—*Y* (the) and its compounds, and *un* (one) require the First Remove in all Feminine Nouns commencing with *M*, but take the Radical in both Masculine and Feminine in *Ll* and *Rh*, as:—

<i>Y Mab</i> , m.	the son,	<i>Y Ferch</i> , f.	the daughter.
<i>Y Llo</i> , m.	the calf,	<i>Y LLaw</i> , f.	the hand.
<i>Y RHybudd</i> , m.	the notice,	<i>Y Rheol</i> , f.	the rule.

2. The **First Remove** is used in the same way as in the First Class, with the exception of (*h*), for which see the preceding rule; and (*a*) the adverb *mor* (so), and the Adverbial with *yn*; and (*e*) the Noun and Adjective in apposition after *yn*, which take the First Remove in *M*, but the Radical in *Ll* and *Rh*, as:—

<i>Melus</i>	sweet,	<i>YN Felus</i>	sweetLY,	<i>MOR Felus</i>	AS sweet.
<i>LLawen</i>	merry,	<i>YN LLawen</i>	merrILY,	<i>MOR LLawen</i> ,	AS merry.
<i>RHad</i> ,	cheap,	<i>YN RHad</i>	cheapLY,	<i>MOR RHad</i> ,	AS cheap.

Mae hon YN Ferch dda (This is a good GIRL).

Mae hon YN LLaw wen (This is a white HAND).

Mae hon YN RHaw fawr (This is a large SHOVEL).

3, 4. The **Second and Third Removes** are the same as the Radical.

CAUTION.—Never use the aspirated *m* and *n* (*mh* and *nh*) for words whose radical initial is *m* or *n*.

These forms are **only** used where the radical initial is *p* or *t*. Thus we say *fy Mhoen* (my pain, from *poen*), *fy Nhad* (my father, from *tad*), but **never** *fy Mham* (my mother, from *mam*), nor *ei Mherch* (her daughter, from *merch*), the **correct forms** being *fy Mam*, *ei Merch*; nor do we say *fy Nhai* (my nephew, from *nai*) nor *ei Nhyth* (her nest, from *nyth*), the **correct forms** being *fy Nai*, *ei Nyth*.

Use *ngh* **only** when the radical initial is *c*; never when it is *g*. Thus we say *fy NGHân* (my song, from *cân*), but **never** *fy NGHair* (my word, from *gair*), the **correct form** is *fy NGair*.

THE INFLECTED INITIAL *H*

presents another slight difficulty.

Words whose radical initial is a vowel have *h* prefixed when following the Feminine Possessive *ei* (her) and the First and Third Persons Plural Possessives *ein* (our) and *eu* (their); and all their combinations, such as *a'i* (and her), *o'n* (from, or on our), *i'w* (to their). Thus:—

	her	our	their
<i>Arglwydd</i> (Lord),	EI HARGLWYDD,	EIN HARGLWYDD,	EU HARGLWYDD.
<i>Esgid</i> (shoe),	EI HESGID	EIN HESGID,	EU HESGID.
<i>Iaith</i> (language),	EI HIAITH,	EIN HIAITH,	EU HIAITH.
<i>Ofn</i> (fear),	EI HOFN,	EIN HOFN,	EU HOFN.
<i>Uchelder</i> (highness),	EI HUCHELDER,	EIN HUCHELDER,	EU HUCHELDER.
<i>Ynys</i> (island),	EI HYNYS,	EIN HYNYS,	EU HYNYS.

Mae hi A'I HARIAN O'N HACHOS I'W HOFNI.
She AND HER MONEY ON OUR ACCOUNT ARE to be Feared.

CAUTION.—Do not say *ein hwlad*, as the radical initial is *g* and not *w*; say *ein gwlad*.

Verbs, with vowel radical initials, take *h* as their initial when their object is the First Person Singular or Plural, the Third Person Feminine Singular, or the Third Person Plural. Thus:—

Mi A'M HARWEINIWYD (I was led).
Ac A'N HARWEINIODD (And led us).
Efe A'I HARWEINIA (He will lead her).
Tydi A'U HARWEINI (Thou wilt lead them).

All other Apostrophe Possessive forms of these words follow the same rule, as:—

Ni'M HANGHOFTWYD (I was not forgotten).
Cyhuddwyd ef o'N HOFNI (He was charged WITH FEARING US).
Dysgwyd ni i'W HANWYLO (We were taught TO LOVE HER).
Dygwyd hwy i'W HOFFRYMU (THEY were brought TO BE SACRIFICED).

PART I.

PARTS OF SPEECH.

In Welsh there are Nine Parts of Speech,
viz. :—

1. <i>Bannod</i> ,	ARTICLE.
2. <i>Enw</i> ,	NOUN.
3. <i>Ansoddair</i> ,	ADJECTIVE.
4. <i>Rhagenw</i> ,	PRONOUN.
5. <i>Berf</i> ,	VERB.
6. <i>Rhagferf</i> ,	ADVERB.
7. <i>Arddodiad</i> ,	PREPOSITION.
8. <i>Cysylltiad</i> ,	CONJUNCTION.
9. <i>Cyfryngiad</i> ,	INTERJECTION.

I.—THE ARTICLE (Y BANNOD).

Rule 1.—The Definite Article takes **three forms** in Welsh, viz., *y*, *yr*, and *'r*. These are always translated into “the” in English. *Y* is used before a consonant and the semi-vowel *w*. *Yr* is used before a vowel and the aspirate *h*. The form *'r* is often used when the word before it ends in a vowel. Examples :—

<i>y dyn</i> ,	the man	<i>yr ysgol</i> ,	the school
<i>y wraig</i> ,	the wife	<i>y ddinas</i> ,	the city
<i>yr afal</i> ,	the apple	<i>yr haul</i> ,	the sun
<i>yr heol</i> ,	the road	<i>y ty</i> ,	the house
<i>y dref</i> ,	the town	<i>yr aderyn</i> ,	the bird

<i>buom,</i>	we have been	<i>oedd,</i>	was
<i>efe,</i>	he	<i>gan,</i>	with
<i>yr oeddwn,</i>	I was	<i>hwn,</i>	this
<i>maur, fawr,</i>	large	<i>sydd,</i>	is
<i>mae,</i>	is, are	<i>wrth,</i>	by
<i>ar,</i>	on	<i>yw,</i>	is
<i>nyth,</i>	nest	<i>maent,</i>	they are

EXERCISE I.

Translate into English :—

1 Buom yn y ddinas. 2 Efe yw y dyn. 3 Y wraig sydd wrth y drws. 4 Caerdydd yw y dref. 5 Maent yn yr ysgol. 6 Yr oeddwn yn y tŷ. 7 Yr haul sydd fawr. 8 Mae yr aderyn ar y nŷth. 9 Yr afal oedd gan y wraig. 10 Mae plant yr ysgol ar yr heol. 11 Mae'r dyn ar yr heol. 12 Hwn yw'r afal.

Rule 2.—The English Indefinite Articles *a* and *an* are not expressed in Welsh. Examples :—

He is a boy,	<i>Bachgen yw.</i>
A lamb is in the field,	<i>Mae oen yn y cae.</i>
My brother is an infant,	<i>Baban yw fy mrawd.</i>
There is an apple on the tree,	<i>Mae afal ar y pren.</i>
Elizabeth was a queen,	<i>Brenines oedd Elisabeth.</i>

EXERCISE II.

a child,	<i>plentyn</i>	a table,	<i>bwrdd</i>
a market,	<i>marchnad</i>	the table,	<i>y bwrdd</i>
the market,	<i>y farchnad</i>	the bell,	<i>y gloch</i>
egg,	<i>wy</i>	church, or	<i>eglwys</i>
the egg,	<i>yr wy</i>	a church,	
the iron,	<i>yr haiarn</i>	the church,	<i>yr eglwys</i>
thou,	<i>ti</i>	where,	<i>na le</i>
with,	<i>gyda</i>		

Translate into Welsh :—

1 Thou art a child. 2 I was in the market. 3 An egg is on the table. 4 The iron is on a table in the church. 5 Where is the bell? 6 It is with the child.

2.—THE NOUN (ENW).

A NOUN (Enw) is the name of anything.

There are three kinds of Nouns :—

Proper Nouns (Enwau Priodol).

Common Nouns (Enwau Cyffredin).

Abstract Nouns (Enwau Dansoddol).

1. **A Proper Noun** (Enw Priodol) is the name given to a particular individual, as distinguished from one belonging to a class, as, *Dafydd* (David), *Iago* (James), *Hafren* (Severn), *Cymru* (Wales).

2. **A Common Noun** (Enw Cyffredin) is a name which may be applied to all individuals of a class, as, *tad* (father), *ceffyl* (horse), *pentref* (village), *bwrdd* (table).

3. **An Abstract Noun** (Enw Dansoddol) is the name of a quality considered apart from the thing in which it is found, or of an action considered apart from the doer of it, as, *gwynder* (whiteness), *gwirionedd* (truth), *cyffroad* (motion).

NOTE.—**A Collective Noun** (Enw Cynulliadol) expresses a collection of many individuals. Though meaning many individuals, these words are used in the sense of one body. Most of them can take a plural form, thus :—

<i>Singular.</i>		<i>Plural.</i>	
<i>tyrfa,</i>	a crowd	<i>tyrfaoedd,</i>	crowds
<i>llu,</i>	a multitude	<i>lluoeidd,</i>	multitudes
<i>byddin,</i>	an army	<i>byddinoedd,</i>	armies

NUMBER.

By **Number** (Rhif) we distinguish between words which stand for one object and those which stand for more than one. If the name stands for only one it is in the **Singular Number** (Rhif Unigol); if it stands for more than one, it is in the **Plural Number** (Rhif Lluosog).

FORMATION OF THE PLURAL (LLUOSOG).

Rule 3.—There are three ways of forming the plural of Nouns.

1. By changing a vowel or vowels :—

- a* into *ai*, as *bran* (crow), plural *brain*.
 „ „ as *sant* (sant), „ *saint*.
a into *ei*, as *arth* (bear), „ *eirth*.
 „ „ as *bardd* (bard), „ *beirdd*.
a into *y*, as *bustach* (bullock), plural *bustych*.
e „ *i*, as *draen* (thorn), plural *drain*.
e „ *y*, as *cylllell* (knife), „ *cyllyll*.
o „ *y*, as *corff* (body), plural *cyrff*.
 „ „ as *corn* (horn), „ *cyrn*.
a and *e* into *e* and *y*, as *astell* (board), plural *estylli*.
 „ „ as *bachgen* (boy), „ *bechgyn*.
 „ „ as *careg* (stone), „ *ceryg*.
a and *a* into *e* and *ai*, as *dafad* (sheep), plural *defaid*.
a and *a* „ *e* and *y*, as *aradr* (plough), „ *erydr*.
 „ „ as *alarch* (swan), „ *elyrch*.
a and *w* into *e* and *y*, as *asgwrn* (bone), „ *esgwrn*.

EXCEPTIONS.

oEn (lamb), plural *wyn*.
croEn (skin), „ *crwyn*.
troEd (foot), „ *traed*.

ty (house), plural *tai*.
llygAd (eye), „ *llygaid*.
ci (dog), plural *cwn*.

2. By adding a syllable :—

ain, as *ych* (ox), plural *ychAIN*.
au, as *pen* (head), ,, *penAU*.
iau, as *bryn* (hill), plural *brynIAU*.
edd, as *bys* (finger), ,, *bysEDD*.
i, as *llwyn* (bush), ,, *llwynI*.
iaid, as *estron* (stranger), plural *estronIAID*.
on, as *llw* (oath), plural *llwON*.
ion, as *dyn* (man), ,, *dynION*.
od, as *eryr* (eagle), ,, *eryrOD*.
oedd, as *mynydd* (mountain), plural *mynyddOEDD*.
ydd, as *afon* (river), plural *afonyDD*.

3. By changing a vowel or vowels, and adding a syllable :—

a into *e* add *ydd*, as *nAnt* (brook), plural *nEntyDD*.
a ,, *ei* ,, *ion*, as *mAb* (son), plural *meIBION*.
ae ,, *ei* ,, *i*, as *sAer* (carpenter), plural *seIRI*.
ae ,, *eu* ,, *ydd*, as *mAes* (field), plural *meUSYDD*.
ai ,, *ei* ,, *iau*, as *gAIR* (word), ,, *geIRIAU*.
ai ,, *a* ,, *edd*, as *gwRAIG* (wife), ,, *gwRAgEDD*.
au ,, *eu* ,, *au*, as *ffAU* (cave), plural *ffeUAU*.
aw ,, *o* ,, *iau*, as *AWr* (hour), ,, *ORIAU*.
w ,, *y* ,, *au*, as *bwrdd* (table), plural *byrddAU*.
w and *w* into *y* and *y* add *au*, as *cwmwl* (cloud), plural *cymylAU*.

From the foregoing tables we find that all the vowels, **except** *i*, admit of being changed into other vowels to form the plural of nouns, thus :—

<i>a</i>	is changed into	<i>ai, e, ei, y.</i>
<i>e</i>	,,	,, <i>i, u, y.</i>
<i>o</i>	,,	,, <i>y.</i>
<i>w</i>	,,	,, <i>o, y.</i>
<i>y</i>	,,	,, <i>e.</i>

DOUBLE PLURALS.

Rule 4.—Some Nouns have two or more Plural Forms.

(a) One plural is formed by a vowel

change, and another is formed by adding a termination, as :—

astell (board), plural *ESTYLL* or *astellOD*.
castell (castle), ,, *cESTYLL* or *castelli*.
padell (pan), ,, *pEDYLL* or *padzlli*.

(b) One plural is formed by a vowel change, and another by a vowel change and by adding a termination, as :—

bardd (bard), plural *BEIRDD* or *BEIRDDION*.
cloch (bell), plural *CLYCH* or *CLYCHAU*.
sant (saint), ,, *saint* or *SEINTIAU*.

(c) The singular sometimes takes different terminations to form its plural, as :—

blynedd (year), plural *BLINYDDOEDD* or *blynyddAU*.
eglwys (church), ,, *eglwysi* or *eglwysYDD*.
llythyr (letter), ,, *llythyrAU* or *llythyrON*.
meistr (master), ,, *meistri*, *meistriAID* or *meistrADOEDD*.
mynydd (mountain), plural *mynyddOEDD* or *mynyddAU*.
plwyf (parish), plural *plwyfi* or *plwyfYDD*.
tref (town), plural *trefi* or *trefYDD*.

(d) Some Nouns have two plurals with different meanings, as :—

cynghor (counsel, or advice), plural *cynghorION*.
 ,, (council), plural *cynghorAU*.
llwyth (a tribe), plural *llwythAU*.
 ,, (a load), ,, *llwythi*.

Rule 5.—The plural number is wanting in Proper Nouns, in some Abstract Nouns and Diminutives; and in Nouns denoting substance, mass, etc., as :—

<i>Kind of Noun.</i>	<i>English Word.</i>	<i>Welsh Word (Singular).</i>	<i>Plural (wanting).</i>
Proper Noun	James	<i>Iago</i>	
Abstract Noun	gladness	<i>llawenydd</i>	
Diminutives	lambkin	<i>oenig</i>	
Nouns denoting subst.	silver	<i>arian</i>	
Nouns denoting mass	ashes	<i>lludw</i>	

EXERCISES ON THE PLURALS OF NOUNS.

EXERCISE III.

Give the plural of the following :—

(The figure or letter following a word denotes the rule from those given above, which suits the case.)

Llech,² cloch,³ blwch,³ cwch,³ hwch,² båd,² gwlad,³
 mab,³ cwd,³ grudd,² dydd,² gŵydd,² coed,² hydd,² ffydd,²
 nef,² tref,² gof,² rhaff,² ceg,² brig,² llong,² pêl,² dôl,² pwll,³
 twll,³ fflam,² gem,² llen,² ffon,¹ tôn,² cae,² bryn,² dyn,² câr,²
 môr,² gwr,¹ cath,² maen,³ crwth,³ troed,¹ chwaer,³ saer,³
 maes,³ caib,³ braich,³ craig,³ llais,³ brawd,³ lleidr,³ neidr,³
 march,¹ llew,² oen,¹ coes,² wy,² llwyn,² trwyn,² bwrdd,³
 dwfr,³ bardd,¹ arf,² dwrn,³ corn,¹ hwrdd,³ ffordd,³ porth,¹
 post,³ clust,² llyfr.²

EXERCISE IV.

Give the plural of the following :—

Enw,² llun,² angel,² bwch,³ chwaer,³ awr,³ gwisg,² gwraig,³
 anifail,³ tywysog,² brenin,² cyfaill,³ can,² llong,² Duw,²
 geneth,² arglwydd,² blwyddyn,³ tarw,¹ cig,² brig.²

Rule 6.—The Singular is sometimes formed from the Plural or Collective, as :—

<i>ada</i> r (birds), singular	<i>ade</i> RYN	<i>me</i> s (acorns), singular <i>me</i> SEN <i>de</i> rw (oaks), ,, <i>de</i> RYN <i>yd</i> (a grain of corn), sing. <i>yd</i> EN <i>hai</i> dd (barley), sing. <i>hai</i> DDEN
<i>ca</i> ws (cheese), ,,	<i>co</i> SYN	
<i>pl</i> ant (children), ,,	<i>pl</i> ENTYN	
<i>gw</i> allt (hair), ,,	<i>gw</i> ELLTYN	

NOTE.—The affix *yn* indicates the Masculine Gender.

,, *en* ,, Feminine ,,

EXERCISE V.

Give the singular of the following; according to the above rule :—

(NOTE.—*m.* = masculine ; *f.* = feminine.)

Rhos *m.* (roses), gwenith *f.* (wheat), bedw *f.* (birch), blodeu *m.* (flowers), tywys *f.* (ears of corn), ceirch *f.* (oats), glaswellt *m.* (grass), gwellt *f.* (straw), coed *f.* (trees).

PLURALS OF COMPOUND NOUNS.

Rule 7.—**Compound Nouns** form their plurals like the last of their component parts, as :—

barn-WR (judge), plural *barn-WYR* (like *gwr*, man).

mil-GI (greyhound), plural *mil-GWN* (like *ci*, dog).

cloch-DY (steeple) plural *cloch-DAI* (like *ty*, house).

NOTE.—The *i* which comes before *-wr* in some compounds of *gwr*, is not kept in the plural, as :—

gweith-IWR (workman), plural *gweith-WYR*.

EXERCISE VI.

Write out ten Nouns in English, and give their Welsh equivalents.

EXERCISE VII.

Give the plurals of the Nouns in the last Exercise, in English and in Welsh.

GENDER (CENEDL).

By **Gender** (Rhyw or Cenedl) is meant the distinction of sex. Welsh differs from English as regards Gender, inasmuch as in English

Gender relates only to those words which denote living creatures, while in Welsh every name is considered as denoting either Masculine or Feminine Gender.

Rule 8.—In the Welsh language there are **only two genders**, viz. :—**Masculine** (Gwrywaidd) and **Feminine** (Benywaidd).

NOTE.—1. All names of things without life, which are of the neuter gender in English, are in Welsh either masculine or feminine.

2. A few names of living beings, some masculine and some feminine, are used to denote both the male and the female, when no distinction of sex is intended. These may be called **Common** (Cyffredin). Such are :—

<i>Masculines.</i>		<i>Feminines.</i>	
<i>plentyn,</i>	a child	<i>colomen,</i>	a dove
<i>aderyn,</i>	a bird	<i>cwningen,</i>	a rabbit
<i>eryr,</i>	an eagle	<i>ysgyfarnog,</i>	a hare

Rule 9.—The gender of nouns is distinguished,

1. By adding the termination *es* to the Masculine Gender :—

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
<i>arglwydd</i>	<i>arglwyddES</i>	lord	lady
<i>dyn</i>	<i>dynES</i>	man	woman
<i>brenin</i>	<i>breninES</i>	king	queen
<i>llew</i>	<i>llewES</i>	lion	lioness
<i>llanc</i>	<i>llancES</i>	lad	lass
<i>meistr</i>	<i>meistrES</i>	master	mistress
<i>car, cyfaill</i>	<i>carES, cyfeillES</i>	friend (male)	friend (female)

2. By changing the termination *yn* into *en*, as :—

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
<i>asYN</i>	<i>asEN</i>	he ass	she ass
<i>hogYN</i>	<i>hogen</i>	young lad	young lass
<i>crwYN</i>	<i>croTEN</i>	”	”

3. By different words :—

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
<i>bachgen</i>	<i>geneth</i> or <i>merch</i>	boy	girl
<i>baedd</i>	<i>hwch</i>	boar	sow
<i>brwad</i>	<i>chwaer</i>	brother	sister
<i>bustach</i> or <i>eidion</i>	<i>aner</i>	bullock	heifer
<i>cefnder</i>	<i>cyfnither</i>	cousin (male)	cousin (female)
<i>ceffyl</i>	<i>caseg</i>	horse	mare
<i>ceiliog</i>	<i>iar</i>	cock	hen
<i>ci</i>	<i>gast</i>	dog	bitch
<i>ewythr</i>	<i>modryb</i>	uncle	aunt
<i>grwas</i>	<i>morwyn</i>	man-servant	maid-servant
<i>gwr</i>	<i>gwraig</i>	husband	wife
<i>hwrdd</i>	<i>dafad</i>	ram	ewe
<i>mab</i>	<i>merch</i>	son	daughter
<i>nai</i>	<i>nith</i>	nephew	niece
<i>tad</i>	<i>mam</i>	father	mother
<i>taid</i> }	<i>nain</i> }	grandfather	grandmother
<i>tadcu</i> }	<i>mamgu</i> }	bull	cow
<i>taw</i>	<i>buwch</i>		

EXERCISE VIII.

State what gender each of the following words is, and give the plural number and the English for each word (see Rule 6) :—

Aderyn, bedwen, blodyn, ceirchen, cosyn, coeden, derwen, glaswelltyn, gwellten, gwelltyn, gwenithen, heidden, mesen, plentyn, rhosyn, tywysen, yden.

Rule 10.—(a) The Proper Names of countries, cities, towns, rivers, and trees are of the **Feminine Gender**, as :—

Name of a country,	<i>Lloegr</i> (England).
„ „ city,	<i>Llandaf</i> (Llandaff).
„ „ town,	<i>Caerdydd</i> (Cardiff).
„ „ river,	<i>Taf</i> (Taff).
„ „ tree,	<i>onen</i> (ash).

(b) The Proper Names of months and days are of the **Masculine Gender**.

EXERCISE IX.

Give the names of the months and days in Welsh and English.

EXERCISE X.

State the gender and give the plural numbers of each of the following words :—

<i>gwlad,</i>	country	|	<i>coeden,</i>	tree
<i>dinas,</i>	city	|	<i>mis,</i>	month
<i>tref,</i>	town	|	<i>dydd,</i>	day
<i>afon,</i>	river	|	<i>Teifi,</i>	Teivy

Rule 11.—(a) The following words are Masculine in North Wales, but Feminine in South Wales :—

Ciniaw (dinner), clorian (balance), cyflog (wages), gâr (ham or shank), gwniadur (thimble), troed (foot), mynud (minute).

(b) In some parts of North Wales, the following are regarded as Feminine, while they are Masculine in South Wales :—

Canwyllbren (candlestick), cwpan (cup), clust (ear), penill (stanza or verse).

3.—THE ADJECTIVE (ANSODDAIR).

An ADJECTIVE is a word added to a Noun, in order to mark or distinguish it more accurately, as, *mawr* (large), *llawer* (many).

NOTE.—The student should remember that Adjectives admit of precisely the same classification in Welsh as in English. The classification adopted in this book must not be regarded as peculiar to Welsh Adjectives.

There are two kinds of Adjectives.

1. **Adjectives of Quality** (Ansoddeiriau Nodweddol), including all words which denote any distinguishing feature of an object, as :—

<i>coch,</i>	red	|	<i>gwyn,</i>	white
<i>melyn,</i>	yellow	|	<i>du,</i>	black
<i>doeth,</i>	wise	|	<i>annoeth,</i>	unwise
<i>mawr,</i>	big	|	<i>bychan,</i>	small
<i>tlawd,</i>	poor	|	<i>cyfoethog,</i>	rich

2. **Adjectives of Number** (Ansoddeiriau Rhifol), and these are sub-divided thus :—

(a) **Cardinal Numbers** (Y Prif Rifau), as, *un, dau, tri* (one, two, three).

(b) **Ordinal Numbers** (Y Rhifau Trefnol), as, *cyntaf, ail, trydydd* (first, second, third).

NOTE.—The Indefinite and Distributive Numerals, such as some, few, every, have their exact equivalents in Welsh, as, *rhai, ychydig, pob*. These are classed by some grammarians as Adjectives, and by others as Pronouns.

NUMBER (RHIF).

Some Welsh Adjectives have a distinction of Number (Rhif) like Nouns, and may be Singular (Unigol) or Plural (Lluosog), as, *gwyn* s., *gwynion* (white) pl.

Rule 12.—Some Adjectives have **Plural forms to agree with Plural Nouns**, as :—

dyn du (a black man), plural *dynion duon* (black men).

Rule 13.—There are three ways of forming the plural of Adjectives.

1. By changing the vowel, as :—

a into *ai*, as *truAn* (wretched), plural *truAInu*.

a ,, *ei*, as *hArdd* (beautiful), ,, *hEIRdd*.

a and *a* into *e* and *y*, as *caDArn* (strong), plural *ceDYrn*.

a and *e* ,, *e* and *y*, as *caLED* (hard), plural *ceLYd*.

2. By adding the affix *on* or *ion*, as :—

du (black), plural *duON*.

gwyn (white), plural *gwynION*.

3. By changing a vowel, and adding the affix *on* or *ion*, as :—

a into *ei* add *on*, as *maRw* (dead), plural *meIRwON*.

a into *ei* add *ion*, as *baLch* (proud), ,, *beILchION*.

ae ,, *ei* ,, as *llAEs* (loose), ,, *lleISION*.

ai ,, *ei* ,, as *maIn* (slender), plural *meINION*.

aw ,, *o* ,, as *llAWd* (poor) plural *llODION*.

w ,, *y* ,, as *trWm* (heavy), ,, *trYmION*.

Rule 14.—Most Adjectives have no plural, as :—

da good
hên old
glân clean

<i>teg</i>	fair
<i>isel</i>	low
<i>uchel</i>	high

GENDER (CENEDL).

Adjectives take the same Genders as Nouns, viz., **Masculine** (Gwrywaidd) and **Feminine** (Benywaidd), while some words are **Common** (Cyffredin) to both.

Rule 15.—The Feminine Gender is formed from the Masculine in two ways.

1. By changing the vowel :—

	<i>Masculine.</i>	<i>Feminine.</i>	
<i>w</i> into <i>o</i>	<i>brWnt</i>	<i>brOnt</i>	dirty
”	<i>llWm</i>	<i>llOm</i>	bare
”	<i>trWm</i>	<i>trOm</i>	heavy
<i>y</i> ” <i>e</i>	<i>bYr</i>	<i>bEr</i>	short
”	<i>gwYr¹</i>	<i>gwErdd</i>	green

2. By changing the initial consonant, as :—

tarw Coch, red bull | *buwch Goch,* red cow

Rule 16.—Adjectives are generally placed after the Nouns in Welsh. Examples :—

<i>dynion da,</i>	good men	<i>geneth dlos,</i>	pretty girl
<i>ty gwyn,</i>	white house	<i>brenin doeth,</i>	wise king
<i>bwrdd uchel,</i>	high table	<i>milwr dewr,</i>	brave soldier

NOTE.—The Personal Pronouns and the Parts of the Verb To Be used in the following Exercises may be found on pages 56 to 59.

EXERCISE XI.

kind,	<i>caedig</i>	beautiful,	<i>prydfarth</i>
poor,	<i>tlawd</i>	rich miser,	<i>cybydd cyfoethog</i>
wild,	<i>gwyllt</i>	large garden,	<i>gardd fawr</i>
people,	<i>pobl</i>	in,	<i>yn</i>
to,	<i>i</i>		

Translate into Welsh :—

- 1 She is a good girl. 2 They will be kind children.
 3 He has been a wild boy. 4 Be kind to the poor people.
 5 The wise king was in his beautiful house.
 6 The man is a rich miser. 7 I shall be a brave soldier.
 8 They are in the large garden.

EXERCISE XII.

<i>seren,</i>	star	|	<i>gwallt,</i>	hair
<i>llyfr,</i>	book	|	<i>ysgol,</i>	school
<i>ceffyl,</i>	horse	|	<i>cadair,</i>	chair
<i>careg,</i>	stone	|		

(a) Write a suitable Adjective after each of the following Nouns :—

Seren (), dyn (), llyfr (), ceffyl (),
 careg (), gwallt (), ysgol (), cadair ().

(b) Translate these sentences into English.

Rule 17.—Adjectives of Number and the following Adjectives of Quality, viz. :—*hen, prif, gwir*, and *unig*, are placed generally **before** the Nouns. When *unig* signifies solitary, it follows the Noun, as *ty unig* (a solitary house). Examples :—

<i>tri dyn,</i>	three men	|	<i>ystabl,</i>	stable
<i>trydydd person,</i>	third person	|	<i>Duw,</i>	God
<i>hen gyfeillion,</i>	old friends	|	<i>pa le,</i>	where
<i>prif athraw,</i>	head teacher	|	<i>Dafydd,</i>	David
<i>gwir oleuni,</i>	true light	|	<i>lle,</i>	place
<i>unig fab,</i>	only son	|	<i>mewn,</i>	in
<i>pedwar ceffyl,</i>	four horses	|		

EXERCISE XIII.

Translate into English :—

1 Yr ydym yn hen gyfeillion. 2 Efe oedd y prif athraw. 3 Ioan yw y trydydd person. 4 Yr oedd pedwar ceffyl yn yr ystabl. 5 Duw yw y gwir oleuni. 6 Dafydd yw yr unig fab. 7 Pa le mae y tri dyn? 8. Mae y tŷ mewn lle unig.

EXERCISE XIV.

days,	<i>diwrnodau</i>	six,	<i>chwech</i>
years,	<i>blynnyddoedd</i>	many,	<i>llawer</i>
child,	<i>plentyn</i>	wicked,	<i>drwg</i>
list,	<i>rhestr</i>	long,	<i>hir</i>
father,	<i>tad</i>	twenty,	<i>ugain</i>
poet,	<i>bardd</i>	Welsh (Adj.),	<i>Cymreig</i>
people,	<i>pobl</i>	best,	<i>goreu</i>
clothes,	<i>dillad</i>	free,	<i>rhydd</i>
for,	<i>am</i>	those,	<i>y rhai yna</i>
old,	<i>oedran</i>	ago,	<i>yn ol</i>
before,	<i>o'r blaen</i>	here,	<i>yma</i>
without food,	<i>heb fwyd</i>	brother,	<i>brawd</i>

Translate into Welsh :—

1 The child is six years old. 2 The people were without food for twenty days. 3 My father is a Welsh poet. 4 We are free people. 5 Are those your best clothes? 6 Many years ago, I was here before. 7 It will be a long list. 8 Are you the only son? 9 My brother is a wicked child.

Rule 18.—In Welsh the Adjective sometimes agrees with the Noun in Number. Examples :—

<i>Singular.</i>		<i>Plural.</i>	
<i>tarw du,</i>	black bull	<i>teirw duon,</i>	black bulls
<i>dyn gwyn,</i>	white man	<i>dynion gwynion,</i>	white men
<i>creadur marw</i>	dead creature	<i>creaduriaid</i>	dead creatures
		<i>meirwon,</i>	

<i>ci mawr,</i>	large dog	<i>cwn mawrion,</i>	large dogs
<i>plentyn bach,</i>	little child	<i>plant bychain,</i>	little children
<i>bachgen cryf,</i>	strong boy	<i>bechgyn cryfion,</i>	strong boys
<i>BUWCH Goch,</i>	red cow	<i>BUCHOD Cochion,</i>	red cows
<i>llestr gwag,</i>	empty vessel	<i>llestri gweigion,</i>	empty vessels

EXERCISE XV.

<i>brrawd, brodyr,</i>	brother-s	<i>gan,</i>	with
<i>ond,</i>	but	<i>genych,</i>	with you
<i>mwyaaf,</i>	larg.-er-est,	<i>drwg,</i>	wicked, bad
	more, most	<i>iawn,</i>	very
<i>hardd s., heirdd pl.</i>	pretty		

Translate into English :—

1 Dynion duon sydd yn Affrica. 2 Bechgyn cryfion yw fy mrodyr. 3 Heirdd yw plant ond hardd yw'r plentyn. 4 Ceffyl du sydd gan fy nhad. 5 Buchod cochion sydd genych chwi. 6 Llestri gweigion sydd fwyaf eu sŵn. 7 Mae y plant bychain yn ddrwg iawn. 8 Creaduriaid meirwon oeddynt.

EXERCISE XVI.

son,	<i>mab</i>	wild,	<i>gwyllt</i>
lion,	<i>llew</i>	dry,	<i>sych</i>
road,	<i>heol, ffordd</i>	wide,	<i>llydan</i>
leaves,	<i>dail</i>	rough,	<i>garw</i>
birds,	<i>adar</i>	great, big,	<i>mawr</i>
mountain,	<i>mynydd</i>	high,	<i>uchel</i>
way,	<i>ffordd</i>	like,	<i>fel, yn debyg i</i>
hair,	<i>gwallt</i>	tree,	<i>coeden</i>
book,	<i>llyfr</i>	how many,	<i>pa sawl or pa faint</i>
blackbird,	<i>mwyalchen,</i>	on,	<i>ar</i>
	<i>aderyn du</i>	Snowdon,	<i>Yr Wyddfa</i>

Translate into Welsh :—

1 It is a big lion. 2 The dry leaves are on the wide road. 3 The rough ways are before us. 4 Snowdon is a high mountain. 5 The wild creature was like a red cow. 6 The poet's hair is white. 7 Our son is a strong boy. 8 The blackbird's nest is on a high tree. 9 How many leaves are there in your large book?

Rule 19.—The following Adjectives are not inflected for Number, and are used both with the **Singular** and the **Plural Nouns**, viz. :—

<i>byw,</i>	living	|	<i>hyfryd,</i>	pleasant
<i>call,</i>	wise	|	<i>uchel,</i>	high
<i>clodfawr,</i>	praiseworthy	|	<i>hen,</i>	old
<i>da,</i>	good	|	<i>glân,</i>	clean
<i>dedwydd,</i>	happy	|	<i>gofalus,</i>	careful
<i>euog,</i>	guilty	|	<i>pur,</i>	pure

EXERCISE XVII.

<i>aelod-au,</i>	member-s	|	<i>menyg,</i>	gloves
<i>afon-ydd,</i>	river-s	|	<i>ffynon,</i>	well
<i>Cymru,</i>	Wales	|	<i>dwfr, dyfroedd,</i>	water-s
<i>gwlad,</i>	country	|	<i>llais,</i>	voice

(a) Translate into English :—

1 Maent yn greaduriaid byw. 2 "Hen wlad y menyg gwynion" yw Cymru. 3 Dyn da ydych chwi, ond dynion drwg ydynt hwy. 4 Mae llais hyfryd ganddo ef. 5 Dwfr glân sydd yn y ffynon. 6 Mae dyfroedd pur yn yr afonydd. 6 Mae aelodau y tŷ yn ddynion call a gofalus. 7 Yr ydym yn hen bobl. 8 Maent yn ddynion euog. 9 Yr wyf yn ddyn euog.

(b) Translate into Welsh :—

1 The rivers of Wales are pleasant. 2 The water in the well is pure. 3 The members are very careful. 4 These gloves are old, but they are clean. 5 The voice of the guilty man was rough.

Rule 20.—In Welsh the Adjective agrees with the Noun in Gender, but in the Singular Number only.

How Masculine Adjectives are changed into Feminine.

Rule 20a.—Masculine Adjectives beginning with the Consonants **C P** and **T** are changed into Feminine by **changing** these letters into their corresponding soft Consonants, **G B** and **D**. Commit this to memory :—

C P T in Co Pa Tŷ
become
G B D „ GwyBeD.

Examples :—

MASCULINE GENDER.		FEMININE GENDER.	
<i>tarw Coch,</i>	red bull	<i>buwch Goch,</i>	red cow
<i>bachgen Tlws,</i>	pretty boy	<i>merch Dlos,</i>	pretty girl
<i>dyn Tlawd,</i>	poor man	<i>dynes Dlawd,</i>	poor woman
<i>gwr Cyfoethog,</i>	rich man	<i>gwraig Gyfoethog,</i>	rich woman
<i>dwfr Pur,</i>	pure water	<i>afon Bur,</i>	pure river
<i>ceffyl Tew</i>	fat horse	<i>caseg Dew,</i>	fat mare
<i>brenin Cyfiawn,</i>	just king	<i>brenines Gyfiawn,</i>	just queen
<i>gwaith Caled,</i>	hard work	<i>calon Galed,</i>	hard heart
<i>gardd,</i>	garden	<i>cae,</i>	field
<i>mam,</i>	mother	<i>baban,</i>	baby

EXERCISE XVIII.

Translate into English :—

- 1 Bu y fuwch goch yn yr ardd.
- 2 Mae y tarw coch yn y cae.
- 3 Yr oedd Mr. Jones yn ŵr cyfoethog.
- 4 Gwraig gyfoethog oedd ei fam.
- 5 Calon galed sydd gan y drwg.
- 6 Brenin cyfiawn oedd Alfred Fawr.
- 7 Dynes dlawd yw fy mam.
- 8 A oes dwfr pur yn y tŷ?
- 9 Geneth dlos yw Jane.
- 10 Baban tlws yw hwn.

EXERCISE XIX.

master,	<i>meistr</i>	judge,	<i>barnwr</i>
farmer,	<i>ffermwyr</i>	healthy,	<i>iachus</i>
lady,	<i>boneddiges</i>	soft, tender,	<i>tyner</i>
daughter,	<i>merch</i>	hand,	<i>llaw</i>
price,	<i>pris</i>	clean,	<i>glân</i>

Translate into Welsh :—

1 He is a rich man. 2 She is a rich lady. 3 It is hard work. 4 The Queen's daughter is a pretty girl. 5 What is the price of the fat horse? 6 The judge is a just man. 7 The lady's soft hand was clean. 8 Pure water is healthy. 9 My master is the only son of a rich farmer. 10 The judge was very tender to the healthy daughter of the farmer.

Rule 20b.—Masculine Adjectives, beginning with **G B** and **D**, are changed into Feminine by making the following changes:—
(1) **Drop the G**, (2) **Change B into F**, and (3) **D into Dd**. Examples :—

MASCULINE GENDER.		FEMININE GENDER.	
<i>ci Glew,</i>	brave dog	<i>gast Lew,</i>	brave bitch
<i>pren Byr,</i>	short stick	<i>gwialen Fer,</i>	short rod
<i>ceffyl Glas,</i>	grey horse	<i>caseg Las,</i>	grey mare
<i>hwrd Du,</i>	black ram	<i>dafad Ddu,</i>	black sheep
<i>canwr Dall,</i>	blind singer	<i>cantores Ddall,</i>	blind singer
<i>creadur Byw</i>	living creature	<i>creadures Fyw</i>	living creature
<i>milwr Dewr</i>	brave soldier	<i>geneth Ddewr</i>	brave girl
<i>gwenith Gwyn,</i>	white wheat	<i>ynys Wen,</i>	white island
<i>dafad</i>	sheep	<i>chwaer</i>	sister

EXERCISE XX.

Translate into English :—

1 Geneth ddall yw fy chwaer. 2 Ceffyl glas yw "Boxer." 3 Caseg las yw "Jolly." 4 Dafad ddu sydd

yma. 5 Creadur byw yw hwn. 6 Mae y milwr dewr ar faes y frwydr (*battlefield*). 7 Pa le mae y tarw du? 8 Mae gwialen fer ar y bwrdd. 9 Geneth ddewr oedd chwaer y canwr dall.

EXERCISE XXI.

sky, *awyr*.

Translate into Welsh :—

1 She is a blind singer. 2 Where is the grey mare? 3 The blue sky is above us. 4 He was a brave soldier. 5 Thou art a careful girl. 6 The white house is on the "white island." 7 "Charlie" is a brave dog. 8 The pretty girl is the sister of the blind singer.

Rule 20c.—Masculine Adjectives beginning with **Ll M** and **Rh** are changed into Feminine by **changing** these letters into **L F R** respectively. Learn the following :—

Ll M Rh in Lle Mae Rhai

become

L F R in LeVeR

Examples :—

MASCULINE GENDER.

<i>gŵr</i> LLawen,	joyful husband
<i>pysgodyn</i> Mawr,	big fish
<i>dyn</i> RHinweddol,	virtuous man
<i>tŷ</i> Llydan,	wide house
<i>môr</i> Mawr,	large sea
<i>gwely</i> Llaith,	damp bed
<i>bwyd</i> RHad,	cheap food
<i>afal</i> Melus,	sweet apple

FEMININE GENDER.

<i>gwraig</i> Lawen,	joyful wife
<i>troed</i> Fawr,	big foot
<i>dynes</i> Rinweddol,	virtuous woman
<i>heol</i> Lydan,	wide road
<i>dinas</i> Fawr,	great city
<i>gwael</i> Laith,	damp wall
<i>teisen</i> Rad,	cheap cake
<i>teisen</i> Felus,	sweet cake

<i>Ioan,</i>	John
<i>hwn,</i>	this

<i>ceiniog,</i>	penny
<i>yma,</i>	here

EXERCISE XXII.

Translate into English :—

1 Dinas fawr yw Llundain. 2 Mae Ioan yn ddyn rhinweddol. 3 Ai hwn yw y gwely llaith? 4 Yr ydym ar yr heol lydan. 5 Un afal melus sydd am geiniog. 6 Mae troed fawr gan y gŵr llawen. 7 A oes teisen rād yma? 8 Mae pysgod yn y môr mawr.

EXERCISE XXIII.

best, *gorau* | big, *mawr* | near, *agos*

Translate into Welsh :—

1 Cheap food is not the best. 2 The big fish was in the sea. 3 A virtuous woman is a good woman. 4 The good man is a virtuous man. 5 Cardiff is a big town. 6 The sweet cake is good. 7 You are too near the damp wall. 8 We were in the great city of London.

Rule 21.—The **Masculine Form of the Plural Adjectives** is used with the Plural Nouns of both **Genders**. Examples :—

MASCULINE GENDER.

FEMININE GENDER.

dynion glân, clean men
ceffylau duon, black horses
bechgyn mawrion, big boys
teirw cochion, red bulls

menywod glân, clean women
cesyg duon, black mares
merched mawrion, big girls
gwartheg cochion, red cows

EXERCISE XXIV.

busy, *diwyd*
duty, *dyledswydd*
hills, *bryniau*
sight, *gotwg*
flowers, *blodau*
wise, *call*
white, *gwyn*
good boys, *bechgyn da*
Welsh, *Cymry*

ships, *llongau*
beautiful, *hardd*
coal, *glo*
orphans, *amddifaid*
parents, *rhieni*
full, *llawn*
strong, *cryf*
poor, *tlawd*

Translate into Welsh :—

1 They are wise girls. 2 They have been kind parents to their children. 3 The Welsh are busy people. 4 The brave soldiers are on duty. 5 The white hills are in sight. 6 There are beautiful flowers in our garden. 7 The large ships are full of coal. 8 They were strong horses. 9 The poor orphans are clean. 10 John and David are good boys

Rule 22.—The Initial Consonants—

C P T G B D M

of Adjectives are **changed** into

G B D — F Dd F

respectively, **when the word is preceded by yn.** Examples :—

<i>yr afal Tyner</i> (soft),	<i>mae yr afal</i> YN Dyner.
<i>y dwfr Pur,</i>	<i>mae y dwfr</i> YN Bur.
<i>y croen</i> (skin) <i>Caled,</i>	<i>mae y croen</i> YN Galed.
<i>y plentyn Glân,</i>	<i>mae y plentyn</i> YN Lân.
<i>y castell</i> (castle) <i>Mawr,</i>	<i>mae y castell</i> YN Fawr.
<i>Idris Bychan,</i>	<i>mae Idris</i> YN Fychan.
<i>y milwr Dewr,</i>	<i>mae y milwr</i> YN DDewr.

EXERCISE XXV.

Translate the above sentences into English.

Rule 23.—The Initial Consonants **Ll** and **Rh** of the Adjective are **not changed** after *yn.* Examples :—

they were successful,	<i>yr oeddynt</i> YN LLwyddianus.
we are merry,	<i>yr ydym</i> YN LLon.
they are many,	<i>maent</i> YN LLawer.
he is running,	<i>mae</i> YN RHedeg.
this is cheap,	<i>mae hwn</i> YN RHad

EXERCISE XXVI.

meat,	<i>cig</i>	quiet,	<i>tarwei</i>
shoes,	<i>esgidiau</i>	idle,	<i>diog</i>
dirty,	<i>brunt, budr</i>	savage,	<i>cas</i>
punctual,	<i>prydlaewn</i>	slaves,	<i>caethion</i>
book,	<i>llyfr</i>	free,	<i>rhydd</i>
very,	<i>iawn</i>	happy,	<i>happus</i>

Translate into Welsh :—

1 The meat is good. 2 Your shoes are dirty. 3 The books are clean. 4 The children are merry. 5 Let us be quiet. 6 John has been successful. 7 They are very idle. 8 The dog is very quiet. 9 The slaves will be free. 10 We are happy in school. 11 They are running.

Rule 24.—The following Adjectives of Number are **inflected** for Gender, viz. :—

MASCULINE.	FEMININE.	
<i>DAU</i>	<i>dwY</i>	two
<i>TRI</i>	<i>tAIR</i>	three
<i>pedWAR</i>	<i>pedAIR</i>	four
<i>trydydd</i>	<i>trydedd</i>	third
<i>pedwerydd</i>	<i>pedwaredd</i>	fourth

EXERCISE XXVII.

brothers,	<i>brodyr</i>	together,	<i>yn nghyd, or</i>
sisters,	<i>chwiorydd</i>		<i>gyda'u gilydd</i>
new,	<i>newydd</i>	class,	<i>dosbarth</i>
woman,	<i>dynes</i>	work	<i>gwaith</i>
who?	<i>pwY?</i>	road,	<i>heol, ffordd</i>

Translate into Welsh :—

1 They are two brothers. 2 We are two sisters. 3 Three men were at work. 4 The three women were together. 5 Four girls are in the class. 6 The four boys are here. 7 I am the third boy on the list. 8 My brother is in the fourth house in the new road. 9 Who is the third girl?

Rule 25.—When the **Adjective** is the **first word** in a Welsh sentence, it must **begin** with its **original initial** consonant.

EXERCISE XXVIII.

<i>cam,</i>	step	|	<i>coes,</i>	leg	|	<i>chwerw,</i>	bitter
<i>dwfn,</i>	deep	|	<i>cul,</i>	narrow	|	<i>gwyrdd,</i>	green
<i>byr,</i>	short	|	<i>siwgr,</i>	sugar	|	<i>dail,</i>	leaves
<i>caled,</i>	hard	|	<i>llydan,</i>	wide	|	<i>coed,</i>	trees
<i>ffordd,</i>	way	|	<i>melus,</i>	sweet	|		

Translate into English :—

1 Byr yw y cam, ond ber yw y goes. 2 Da yw dyn, a da yw dynion. 3 Llydan yw yr heol. 4 Caled oedd y gwaith. 5 Dwfn yw y môr, a dofn yw yr afon. 6 Chwerw yw dwfr. 7 Cul fydd y ffordd. 8 Melus yw siwgr. 9 Gwyrdd yw dail y coed.

DEGREES OF COMPARISON.

Rule 26.—There are **four degrees** of Comparison in Welsh. These are :—**Positive** (Cysefin), **Equal** (Cydradd), **Comparative** (Uwchradd), and **Superlative** (Uwchafradd).

Rule 27.—The Equal, Comparative, and Superlative, are formed **from the Positive**—

(a) By **adding** *ed*, *ach*, and *af*, as, *melus* (sweet), *melused* (as sweet), *melusach* (sweeter), *melusaf* (sweetest).

(b) By **prefixing** *mor*, *mwy*, *mwyaf*, as, *prydfferth* (beautiful), *mor brydfferth* (as beautiful), *mwy prydfferth* (more beautiful), *mwyaf prydfferth* (most beautiful).

NOTE.—In forming the Equal Degree, *mor* or *cyn* is sometimes prefixed, and *ed* added, as, *hardd* (beautiful), *mor hardded* or *cyn hardded* (as beautiful).

Rule 28.—When the Adjective in the Positive Degree ends in **G B** or **D**, the consonants are changed into **C P** and **T** respectively before *ed*, *ach* and *af* are added. Now,

G B D in GwyBeD

become

C P T „ CoPaTy.

Examples :—

<i>Positive.</i>	<i>Equality.</i>	<i>Comparative.</i>	<i>Superlative.</i>
fair, <i>teG</i>	as fair, <i>teCED</i>	fairer, <i>teCACH</i>	fairest, <i>teCAF</i>
wet, <i>gwlyB</i>	as wet, <i>gwlyPED</i>	wetter, <i>gwlyPACH</i>	wettest, <i>gwlyPAF</i>
hard, <i>caleD</i>	as hard, <i>caleTED</i>	harder, <i>caleTACH</i>	hardest, <i>caleTAF</i>
cheap, <i>rhaD</i>	as cheap, <i>rhaTED</i>	cheaper, <i>rhaTACH</i>	cheapest, <i>rhaTAF</i>
rich, <i>cyfoethoG</i>	as rich, <i>cyfoethoCED</i>	richer, <i>cyfoethoCACH</i>	richest, <i>cyfoethoCAF</i>
poor, <i>llawD</i>	as poor, <i>llawTED</i>	poorer, <i>llawTACH</i>	poorest, <i>llawTAF</i>
numerous, <i>lluosoG</i>	as numerous, <i>lluosoCED</i> or <i>mor lluosog</i>	more numerous, <i>lluosoCACH</i> or <i>mwy lluosog</i>	most numerous, <i>lluosoCAF</i> or <i>mwyaf lluosog</i>
important, <i>pwysig</i>	as important, <i>pwysiced</i> or <i>mor bwysig</i>	more important, <i>pwysicACH</i> or <i>mwy pwysig</i>	most important, <i>pwysicAF</i> or <i>mwyaf pwysig</i>

EXERCISE XXIX.

than,	<i>nag</i>	stone,	<i>careg</i>
town,	<i>tref</i>	country,	<i>gwlad</i>
to-day,	<i>heddyw</i>	English,	<i>Saeson</i>
yesterday,	<i>ddoe</i>	people,	<i>pobl</i>
bread,	<i>bara</i>	case,	<i>achos</i>

Translate into Welsh :—

1 She is fairer than her brother. 2 He is the richest man in the town. 3 It is more wet to-day than yesterday. 4 The bread is as hard as a stone. 5 The horse is cheap, but the cow is cheaper. 6 I am richer than my brother. 7 There is not a poorer man in the country. 8 The English are the most numerous people in America. 9 It was the most important case.

EXERCISE XXX.

The Degrees of Comparison.

<i>mêl,</i>	honey	<i>ffol,</i>	foolish	<i>cyflym,</i>	swift
<i>cyfaill,</i>	friend	<i>neb,</i>	anyone, or	<i>gwynt,</i>	wind
<i>anwyl,</i>	dear		nobody	<i>dillad,</i>	clothes
<i>gwyned,</i>	as white	<i>na'r,</i>	than the	<i>haul,</i>	sun
<i>hen,</i>	old	<i>hardd,</i>	beautiful	<i>lleiaf,</i>	smallest
<i>goreu,</i>	best	<i>goleuni,</i>	light	<i>doeth,</i>	wise
<i>caredig,</i>	kind	<i>ysgol,</i>	school	<i>dy,</i>	thy

Translate into English :—

1 Melusach yw na'r mêl. 2 Solomon oedd y doethaf o ddynion. 3 Ei ddillad oedd cyn wyned a'r goleuni. 4 Harddach yw na'r haul. 5 Yr wyf fi yn hen, yr wyt ti mor hyned, mae Dafydd dy frawd yn hynach, ond Rhys sydd hynaf. 6 Iago bach yw y lleiaf o'r plant. 7 Efe oedd fy nghyfaill anwylaf. 8 Hi ydoedd yr eneth oreu yn yr ysgol. 9 Mae Tomos mor ddoethed a'i dad. 10 Yr oedd William fy mrawd yn ffolach na neb. 11 Cyflymach yw y goleuni na'r gwynt. 12 Dy fam sydd fwyaf caredig i ti.

SINGULAR NUMBER 2ND PERSON
(*Ail Berson Unig*).

thou	}	<i>ti</i>
thee		<i>tydi</i>
		<i>tithau</i>

PLURAL NUMBER 2ND PERSON
(*Ail Berson Lluosog*).

you	}	<i>chwi</i>
		<i>chwithau</i>
		<i>chwychwi</i>

Di, dithau, are modified forms, as, *Ni chei DI* ('Thou shalt not').

SINGULAR NUMBER 3RD PERSON
(*Trydydd Person Unig*).

Masculine Gen. Feminine Gen.

he	}	<i>ef</i>	she	}	<i>hi</i>
him		<i>efe</i>	her		<i>hithau</i>
		<i>yntau</i>			

PLURAL NUMBER 3RD PERSON
(*Trydydd Person Lluosog*).

Common Gen.

they	}	<i>hwyn, hwy</i>
them		<i>hwynthwy</i>
		<i>hwythau</i>

Nhw, nhwy, are colloquialisms, as, *Mae NHW'n dweyd*, which means, *Maent HWY yn dweyd* (They say).

NOTE.—“It” is represented in Welsh by *ef* or *hi*, according as the word for which it stands is masculine or feminine.

THE PERSONAL PRONOUN (RHAGENW PERSONOL).

Rule 29.—In Welsh, the Personal Pronouns are not always expressed with the Personal Verbs. But if the emphasis is to be laid on them, they must be used.

<i>Yr wyf yn dlawd,</i>	I am poor
<i>Yr wyf FI yn dlawd,</i>	I am poor
<i>Yr oedd yn yr ysgol,</i>	He was in school
<i>Yr oedd EFE yn yr ysgol,</i>	He was in school

EXERCISE XXXII.

happy,	<i>dedwydd</i>	children,	<i>plant</i>
short,	<i>byr</i>	with him,	<i>gydag ef</i>
dog,	<i>ci</i>	Where?	<i>pa le?</i>
after me,	<i>ar fy ol</i>	before us,	<i>o'n blaen ni</i>
after them,	<i>ar eu hol</i>	long,	<i>hir</i>
brave,	<i>deur</i>	to her,	<i>gyda hi</i>
soldier,	<i>militwr</i>	tired of,	<i>wedi blino ar</i>
away,	<i>ymaith, ffurdd</i>	angry with,	<i>wedi ffromi wrth</i>
Who?	<i>prwy?</i>		

Translate into Welsh :—

1 They are happy. 2 It will be short. 3 The dog was after me. 4 I am a brave soldier. 5 She has been away. 6 Who art thou? 7 The children are with him. 8 Where have you been? 9 Will they be there before us? 10 We shall not be long after them. 11 Have you been to her? 12 I was tired of thee, or I was angry with thee.

THE VERB *BOD* (TO BE).

INDICATIVE MOOD (MODD MYNEGOL).

AMSER PRESENOL.

PRESENT TENSE.

Singular (Unigol).

Plural (Lluosog).

<i>uyf, ydwyf,</i>	I am	|	<i>ym, ydym,</i>	we are
<i>wyl, ydwyt,</i>	thou art		<i>yeh, ydyeh,</i>	you are
<i>yw, ydyw, mae,</i>	he, she, or it		<i>ynt, ydynt, maent,</i>	they are
<i>oes, sydd,</i>	is			

AMSER ANORPHENOL.

IMPERFECT TENSE.

<i>oeddwn, byddwn, bawn,</i>	I was	|	<i>oeddym, byddem, baem,</i>	we were
<i>oeddit, byddit, bait,</i>	thou wast		<i>oeddych, byddech, baech,</i>	you were
<i>oedd, byddai, bai,</i>	he was		<i>oeddych, byddent, baent,</i>	they were

AMSER GORPHENOL.

PERFECT TENSE.

<i>brwm, buais,</i>	I have been	|	<i>buom, buason,</i>	we have been
<i>buost, buaist,</i>	thou hast been		<i>buoch, buasoch,</i>	you have been
<i>bu,</i>	he, &c., has been		<i>buont, buasant,</i>	they have been

AMSER TRAGORPHENOL.

<i>buaswn,</i>	I had been
<i>buasit,</i>	thou hadst been
<i>buasai,</i>	he had been

PLUPERFECT TENSE.

<i>buasem,</i>	we had been
<i>buasech,</i>	you had been
<i>buasent,</i>	they had been

AMSER DYFODOL.

<i>byddaf,</i>	I shall <i>or</i> will be
<i>byddi,</i>	thou shalt <i>or</i> wilt be
<i>bydd,</i>	he, &c., shall <i>or</i> will be

FUTURE TENSE.

<i>byddwn,</i>	we shall <i>or</i> will be
<i>byddwch,</i>	you shall <i>or</i> will be
<i>byddant,</i>	they shall <i>or</i> will be

IMPERATIVE MOOD (MODD GORCHYMYNOL).

BE.

<i>byddwyf,</i>	let me be	<i>byddwn (ni),</i>	let us be
<i>bydd,</i> or <i>bydd di,</i>	be <i>or</i> be thou	<i>byddwch (chwi),</i>	be <i>or</i> be ye
<i>bydded (or boed),</i>	let him be	<i>byddant, byddont,</i>	} let them be
		<i>byddent (hwy)</i>	

NOTE.—Some grammarians use *oeddem, oeddech, oeddent,* as well as *oeddym, oeddych, oeddynt,* in the Imperfect Tense.

DIFFERENT FORMS OF THE VERB *BOD*.

The different forms of the Verb *Bod* present some difficulty to the learner. Thus:—

3RD PERSON SINGULAR.

English—He is, she is, it is.

Welsh—*Yw, ydyw, mae, oes, sy, sydd.*

3RD PERSON PLURAL.

They are.

Ynt, ydynt, maent, oes, sydd.

Each word, however, expresses a different shade of meaning.

Yw, ydyw (Singular), and *ynt, ydynt* (Plural) are different forms of the same word, and come between two Nouns (or Pronouns), or between a Noun (or Pronoun)

and an Adjective. This form of the Verb *Bod* is often used to make the Predicate the most prominent part of the sentence. Thus :—

LLYFR DA YW *hwn* (THIS IS A GOOD BOOK).

GWEISION YDYNT *hwy* (THEY ARE SERVANTS).

Sy, or *sydd* (Singular and Plural) comes after the Subject, and makes that more prominent.

HYN *sydd dda* (THIS IS GOOD).

It is used, too, when the Relative Pronoun is employed.

Y plant SYDD YN CHWAREU (It is the children WHO ARE PLAYING).

Y dyn SYDD YN *y ty fu yma dda* (It is the man WHO IS IN the house that was here yesterday).

Nid Dafydd SYDD OREU (David is not THE ONE WHO IS BEST).

Mae, or *Y mae*, begins a sentence, or clause, and thus has its subject following it.

MAE *y ferch yma* (The girl is here).

MAENT *wedi dyfod* (They have come).

Y MAE *hwn yn iawn* (This is right).

Oes is used in asking a question, or is joined to the negative No or Not, in sentences beginning with "there."

A OES *genych lyfr* ? (HAVE you a book ?)

NID OES *un yma* (THERE IS NOT one here).

NID OES *ysgol yfery* (THERE IS NO school to-morrow).

EXERCISE XXXIII.

Write out ten Verbs in English, and give their Welsh equivalents.

EXERCISES ON THE VERB *BOD*.*Vocabulary to Exercises.*

<i>amddifad,</i>	without parents	<i>gonest,</i>	honest
<i>bachgen,</i>	boy	<i>goreu,</i>	best
<i>buan,</i>	soon	<i>gwell,</i>	better
<i>caeredig,</i>	kind	<i>ieuanç,</i>	young
<i>chwi,</i>	you	<i>llawen,</i>	merry
<i>chwaer,</i>	sister	<i>llwyddianus,</i>	successful
<i>cyfaill,</i>	friend	<i>llyfr,</i>	book
<i>cyfiawn,</i>	} just, the just	<i>milwr,</i>	soldier
<i>y cyfiawn</i>		<i>mur,</i>	wall
<i>Cymro,</i>	Welshman	<i>ni,</i>	we
<i>cyfoethog,</i>	rich	<i>plentyn,</i>	child
<i>da, y da,</i>	good, the good	<i>plant,</i>	children
<i>dedwydd,</i>	happy	<i>prudd,</i>	sad
<i>deur,</i>	brave	<i>rhydd,</i>	free
<i>diog,</i>	lazy	<i>sut,</i>	how
<i>doe,</i>	yesterday	<i>tlawd,</i>	poor
<i>y drygionus,</i>	the wicked	<i>ty,</i>	house
<i>dyn,</i>	man	<i>usfydd,</i>	obedient
<i>dysgedig,</i>	learned	<i>yno,</i>	there
<i>efe,</i>	he	<i>yfory,</i>	to-morrow
<i>eich,</i>	your	<i>ysgol,</i>	school
<i>erioed,</i>	ever	<i>ysgolheigion</i>	scholars
<i>ffyddlon,</i>	faithful		

NOTE.—*Yr* is generally placed before *wyf, ydwyf* (I am), *wyt, ydwyt* (thou art), *ym, ydym* (we are), *ych, ydych* (you are), *ynt, ydynt* (they are), *oeddw'n* (I was), *oeddit* (thou wast), *oedd* (he, she, or it was), *oeddym* (we were), *oeddych* (you were), *oeddynt* (they were), and generally all forms of *oedd* and *wyf*, when these words begin a sentence or phrase. In the same way *Y* is often placed before *mae*, as "*Y mae efe yma*" (He is here).

EXERCISE XXXIV.

Translate into English :—

1 *Yr wyf yn llawen.* 2 *Y mae fy chwaer yn y tŷ.* 3 *Yr wyt yn brudd.* 4 *Ni fuost yn ddiwyd, Dafydd.* 5 *Byddant yn blant da yn yr ysgol.* 6 *Bydd y plentyn yn well*

yfory. 7 Byddaf yn gyfaill i chwi. 8 Os byddwch yn onest, chwi fyddwch yn ddedwydd. 9 Yr ydym yn gyfeillion i ddynion da. 10 Ni buasant yn dlawd pe buasant yn ddiwyd. 11 Buoch yn garedig i'r plentyn amddifad. 12 Oeddech chwi yn y dref ddoe? 13 Oedd Dafydd yno? 14 Ni fuom yn fwy llwyddianus erioed. 15 Byddwn yno yfory. 16 Efe yw brawd William.

EXERCISE XXXV.

Translate into Welsh :—

1 We are joyful. 2 Ye are sad. 3 I am a Welshman. 4 The good are happy. 5 The wicked man will be sad. 6 If ye are good, ye are rich. 7 If thou wilt be diligent, thou wilt be learned. 8 They were poor because they had been lazy. 9 They have been young, now they are old. 10 We were on the wall. 11 Hast thou been in school to-day? 12 I was better than you. 13 How are you to-day? I am better. 15 They will always be your friends.

EXERCISE XXXVI.

Imperative Mood.

Translate into English :—

1 Bydded y bachgen yn garedig. 2 Byddwch ufydd, blant. 3 Bydd ddiwyd, Thomas. 4 Byddant (boent) yn ddedwydd. 5 Bydded eich brawd yn ffyddlon.

EXERCISE XXXVII.

Translate into Welsh :—

1 Be obedient scholars. 2 Be faithful friends. 3 Be honest, be just. 4 Be brave soldiers. 5 Let the boys be free, let them be happy.

EXERCISES ON THE PARTS OF SPEECH.

Vocabulary to Exercises XXXVIII. to XLI.

<i>a, ac,</i>	and	<i>mai,</i>	that (Relative)
<i>ag,</i>	with	<i>mewn,</i>	in
<i>acw,</i>	there	<i>na, nas,</i>	} no, nor, not
<i>agos,</i>	near	<i>nac, nad,</i>	
<i>allan,</i>	out	<i>ni, nis,</i>	
<i>am,</i>	about	<i>na, nag</i>	than
<i>ar,</i>	on	<i>nage,</i>	no
<i>at,</i>	to	<i>nawr, yn awr,</i>	now
<i>boreu,</i>	early	<i>O,</i>	Oh
<i>buan,</i>	soon	<i>ond,</i>	but
<i>bychan,</i>	small	<i>o'r goreu,</i>	very well
<i>call,</i>	wise	<i>os,</i>	if
<i>canys,</i>	because	<i>pan,</i>	when
<i>cerdded,</i>	walk	<i>pa le?</i>	where?
<i>cloch,</i>	bell	<i>pell,</i>	far
<i>chwi,</i>	you	<i>pob amser,</i>	always
<i>darllen,</i>	read	<i>pren,</i>	tree
<i>dewis,</i>	choose	<i>rhwng,</i>	between
<i>digon,</i>	enough	<i>siarad,</i>	speak
<i>ddoe,</i>	yesterday	<i>sut,</i>	how
<i>dros,</i>	over	<i>tal,</i>	tall
<i>dyn,</i>	man	<i>tan,</i>	under
<i>efe,</i>	he	<i>tref,</i>	town
<i>er,</i>	though	<i>trên,</i>	train
<i>eto,</i>	again, yet	<i>troed,</i>	foot
<i>fel,</i>	so, that, like	<i>trwy,</i>	through
<i>gan,</i>	with	<i>weithiau,</i>	sometimes
<i>glân,</i>	clean	<i>wrth,</i>	by
<i>heddyw,</i>	to-day	<i>y, yr,</i>	the
<i>hefyd</i>	also	<i>yfory,</i>	to-morrow
<i>hi,</i>	she, her	<i>yma,</i>	here
<i>hwy,</i>	they, them	<i>yn,</i>	in
<i>iawm,</i>	very	<i>yna,</i>	then
<i>ie,</i>	yes	<i>yno,</i>	there
<i>llaw,</i>	hand		

Rule 30.—Adjectives are changed into Adverbs by prefixing *yn*, as, *buan* (quick), *yn fuan* (quickly).

NOTE.—For the change in the initial consonant, see the Introductory Chapter on the Mutation of Consonants.

EXERCISE XXXVIII.

(b) Give the following Adverbs in Welsh :—

When, always, now, soon, early, to-day, where, here, there, near, far, out, not, only, how, very, enough, well, then, there.

EXERCISE XXXIX.

(a) Write down these Prepositions, and give their English equivalents :—

Wrth, yn, mewn, at, am, gan, dros, ar, tan, trwy, rhwng.

(b) What Parts of Speech are :—

Hefyd, canys, nac, nag, mai, eto, nid, fel, er.

EXERCISE XL.

(a) Make sentences in Welsh containing the words given in Exercise XXXIX (b).

(b) Translate these sentences into English.

EXERCISE XLI.

Say what Parts of Speech the following words are, and give their English equivalents :—

Dyn, hi, ond, yr, call, ac, eto, yn, mewn, yma, os, fel, darllen, chwi, bychan, tref, tal, trên, yn awr, cerdded, ie, nage, O, trwy, llaw, troed, siarad, y, efe, a, weithiau, glân, hwy, dewis, pren, doe, yfory, clôch, hefyd, sut, yna.

PART II.

EXERCISES FOR TRANSLATION.

NOTE.—In the worked translations given, it should be noted that where the idiom of the two languages differs, or where the words in the Welsh phrase are not placed in the same order in English, the literal translation may be found by comparing the words printed in the same type. Thus in the fifth example given below :—

<i>country,</i>	<i>y wlad</i>
AIR,	AWYR
[is],	[mae]
healthy,	yn iachus

Good *morning*, sir ; how are you to-day ?
Boreu da, syr ; pa sut yr y'ch chwi heddyw ?

Where have you been ? I have been at Swansea for a week.
 Pa le y buoch ? Bum yn Abertawe am wythnos.

The old man HAD BEEN here before you yesterday.
 BUASAI *yr hen ddyd* yma o'ch blaen chwi ddoe.

It is *fine* WEATHER to-day after the *heavy* RAIN.
 Mae hi'n DYWYDD *hyfryd* heddyw ar ol y GWLAW *trwm*.

Yes, and the *country* AIR [is] *very* healthy.
 Ydyw, ac [mae] AWYR *y wlad* yn iachus *iawn*.

The waves *of the sea* [were] rough *last week*
 Tonau *y môr* [oeddynt] eirwon yr wythnos *ddiweddaf*.
 or [Yr oedd] tonau *y môr* yn eirwon yr wythnos *ddiweddaf*.

We had a very *rough* VOYAGE in our *ship*.
 Cawsom FORDAITH *arw* iawn yn ein *llong* ni.

Where is the office? It is a hundred yards further.
Pa le mae y swyddfa? Mae gan' llath yn mhellach.

Which is the *nearest* road? This one on the left.

Pa un yw y ffordd *nesaf*? Hon ar yr aswy.

What is your occupation? Can you do this?

Beth yw eich galwedigaeth chi? A ellwch chi wneud hyn?

Have *you* been to the market? Yes, this-morning.

A fuoch *chwi* yn y farchnad? Do, boreu-heddyw.

I shall be going again *to-morrow* morning. Will *you* come?

Byddaf yn myned eto boreu *yfory*. A ddeuwch *chwi*?

How much a pound is *this* VEAL? and the beef?

Pa faint y pwys yw y CIG LLO *yma*? a'r cig-eidion?

Here is a very *good* LOIN of lamb for you.

Dyma LWYN *dda* iawn o gig-oen i chi.

What is the price of this *goose*? and *that* DUCK?

Beth yw pris yr *wydd* yma? a'r HWYAD *yna*?

You were *not* in school yesterday I believe.

Nid oeddych yn yr ysgol ddoe yr wyf yn credu.

(Literally, I am believing.)

I was at home all day. I was *not* well.

Yr oeddwn gartref drwy'r dydd. *Nid* oeddwn yn iach.

Have you written your lessons all to-day?

A ydych *wedi ysgrifenu* eich gwersi i gyd heddyw?

Yes. I have been *showing* them to the teacher now.

Ydwyf. Bum *yn eudangoshwy* i'r athraw yn awr.

Shut the door and open the window, if you please.

Cauwch y drws ac agorwch y ffenestr, os gwelwch yn dda.

Did *you* see the *red* blood on the face of the *big* boy?

A welsoch *chwi* y gwaed *coch* ar wyneb y bachgen *mawr*?

The shepherd *took* the girls with him to the mountains.

Cymerodd y bugail y merched gydag ef i'r mynyddoedd.

When will they return? I cannot say. Sometime to-night.
 Pabryd y dychwelant? *Nis* gallaf ddweyd. Rhywbryd heno.

They will be happy at their AUNT'S *house* with the children.
 Byddant yn ddedwydd yn *nhy* eu MODRYB gyda'r plant.

He was there yesterday, but *SHE* will *not* be here to-day.
 Yr oedd *ef* yno ddoe, ond *ni* bydd *HI* ymaheddyw.

Is the *little* girl in the house now? No.
 A ydyw yr eneth *fach* yn y tŷ yn awr? Nac ydyw.

Where is she? She has gone down to the town.
 Pa le y mae hi? Mae wedi myned i lawr i'r dref.

What time will she return? About five o'clock.
 Pa amser y dychwela? Oddeutu pump o'r gloch.

I will come in at six o'clock. *Very* good.
 Deuaf i fewn am chwech o'r gloch. *Da iawn.*

She will be *glad* to see you. I am sure.
 Bydd *yn dda* ganddi eich *gweled*. Yr wyf yn sicr.

Who is the owner of *that* BIG house on the hill?
 Pwy yw perchen y tŷ MAWR *yna* ar y bryn?

Is the big red *cow* in the garden again to-day?
 A ydyw y *fuwch* fawr goch yn yr ardd eto heddyw?

I.—Y GLOWR (THE COLLIER).

[Mae] llawer rhan o Gymru yn gyfoethog *iawn* mewn glo,
 Many parts of Wales [are] *very* rich in coal,
 ac [enilla] NIFER *fawr* o ddynion eu bywoliaeth wrth dori
 and a *large* NUMBER of men [earn] their living by cutting
 y glo *hwn* yn y PYLLAU *dyfnion*. *Nis* gall GOLEU gyrhaedd
this coal in the *deep* PITS. *No* LIGHT can reach
 yno oddi allan, a [rhaid] i'r glowyr, fel y *gelwir* y
 there from outside, and the colliers, as these men

dynion hyn wneud eu gwaith wrth oleu
are called [have] to do their work by the light of
 eu canwyllau neu eu lampau. [Mae] *gwaith* y GLOWR
 their candles or of their lamps. The COLLIER'S *work* [is]
 yn aml yn *un* peryglus IAWN. Weithiau [daw]
 often a VERY dangerous *one*. Sometimes *large*
 darnau *mawrion* o lo a phridd yn rhydd,
 pieces of coal and earth [become] loose,
 a syrthiant ar y dynion sydd yn gweithio,
 and fall upon the men who are working,
 gan eu lladd neu eu niweidio. Ond gelyn *gwaethaf*
 killing or injuring them. But the *worst* enemy
 y glowyr yw y nwy sydd yn dyfod o'r glo.
 of the colliers is the gas which issues from the coal.
 [Mae] y nwy *hwn* weithiau [yn casglu] mewn SYMIAU
This gas sometimes [collects] in *large*
mawrion yn y *pwll-glo*, ac yn ffrwydro fel pylor,
 QUANTITIES in the coal-*pit*, and explodes like gunpowder,
 gan ddryllio ochrau a nen y manau
 shattering the sides and roof of the places
 lle [mae] y dynion yn gweithio, a gwenwyno yr awyr.
 where the men [are] working, and poisoning the air.
 [Lleddir] nifer *fawr* o ddynion weithiau
 A *large* number of men [are] sometimes [killed]
 gan y ffrwydriadau *hyn*, a [gwneir] eu gwagedd a'u plant
 by *these* explosions, and their wives and children
 yn weddwon ac amddifaid. *Allforia* Caerdydd mwy
 [are made] widows and orphans. Cardiff *exports* more
 o lo i wledydd *ereill* nag unrhyw dref yn y byd.
 coal to *other* countries than any town in the world.

2.—LLINELLAU GYDA CHARDEN BLWYDDYN NEWYDD.

'Rhen Flwydd ar ben ei thaith	Y Newydd Flwydd sy'n d'od! Fe gwyd ei haul!
Yn fuan fydd,	Dy obeith, gwnaed o'i chod,
Ei heira dôdd, a daeth	Gyflawni'n hael!
Ei holaf ddydd!	Rho'ed eurglych hon yn
Aed gyda hi o'th fron	rhwydd
D' ofidiau oll;	Pob hoen yn lli,
Ac it, fel eira hon,	Pob cysur rho'ed, pobllwydd,
Aed poen ar goll.	Fy ffrynd, i ti!

LINES WITH A NEW YEAR'S CARD.

The Old Year quickly goes,	The New Year comes! Soon will
It fades away:	Its sun now shine!
All melted are its snows	May it for thee fulfil
Dawned its last day!	All hopes of thine!
May with it fade for thee	May gold-bells gladly ring
All pain, all woe;	Joy without end;
And all thy troubles be	May it all comfort bring
Gone, like its snow!	To thee, my friend!

NOTES AND EXPLANATIONS.

'Rhen Flwydd (yr Hen Flwyddyn), the Old Year	<i>gobeith</i> (pl. of <i>gobaith</i> , <i>gobeith-</i> <i>ion</i>), hopes
ar ben ei thaith, at the end of its journey	<i>cod</i> , purse, store
<i>dodd</i> (<i>toddodd</i>), melted	'n hael (<i>yn hael</i>), freely, generous
<i>eira</i> , snow	<i>rho'ed</i> (<i>rhodded</i>), let it or them give
<i>daeth</i> , has come	<i>hoen</i> , joy
<i>aed</i> , let them go	<i>lli</i> , plenty
<i>bron</i> , breast	<i>go</i> , <i>myned</i>
<i>D' (dy)</i> , thy	fade, <i>diflanu</i>
<i>it (i ti)</i> , to thee	dawn, <i>gwawr</i>
<i>Y Newydd Flwydd (y Flwyddyn</i> <i>Newydd)</i> , the New Year	woe, <i>gwae</i>
<i>cyd</i> (<i>cyfyd</i>), will rise	shine, <i>dysgleirio</i>
	joy, <i>llawenydd</i>

3.—YR HEN GYMRY (THE OLD WELSH).

NOTE.—Every word in the Exercises from here to the end will be found in the Vocabulary at the end of the book. Note the special directions given at the beginning of the Vocabulary.

<i>yr oedd ganddo,</i>	there was with	|	<i>yr oedd arno ofn,</i>	there was
him, he had			fear on him, he was afraid of	

Yn yr hen amser, Cymry oedd yn byw trwy yr holl Ynys hon. Eu plant hwy ydym ni, a'u hiaith hwy ydym yn siarad.

Yr oedd yr hen Gymro yn hardd a chryf. Am dano yr oedd gwisg o lian, o bob lliw. Am ei wddf ac am bob braich yr oedd modrwy o aur neu o arian.

Medrai wneud basgedi a llestri pridd, ac yr oedd yn ei wlad weithydd plwm ac alcan.

Yr oedd ganddo lawer o wartheg a moch, a cheffylau luan, a chwn hela. Yr oedd ganddo hefyd ychain i aredig, a gwenith gwyn yn tyfu yn ei gae. Rhwytaï ar hyd yr afonydd a'r llynoedd mewn cwch o wiaï, ond yr oedd arno ofn y môr.

Nid oedd yr hen Gymry yn byw mewn tref neu ddinas gyda'u gilydd. Codai pob un ei dŷ lle y mynai ef, ar lan yr afon, neu ar ochr y bryn, neu yn nghanol y coed. Coed oedd muriau y tai, a gwellt neu eithin oedd y to.

Ond i ba le yr aent pan ddoi y gelyn? Yr oedd ganddynt gaer ar ben bryn neu graig serth, a rhedent yno pan welent y gelyn yn d'od.

O gaer i gaer yr oedd ffyrdd yn rhedeg ar hyd penau'r brynïau. Cynhelid ffeiriau lle y byddai'r ffyrdd yn croesi eu gilydd, ac yno yr oedd adrodd penillion, a chware'r delyn, a chanu a dawnsio.

Rhai dewr oedd yr hen Gymry, a hael a charedig, yn caru eu gwlad, ac yn hoff o'u gilydd; ac felly y dylem ninâu fod. Ond yr oeddynt yn hoff o ymladd, ac yn newid eu meddwl yn rhy aml, ac ni allent uno â'u gilydd i wneud un gwaith mawr; ac nid felly y dylem ni fod.

4.—OLWEN.

When two Nouns come together the second is placed in the Possessive Case, as—

pan weli, when thou seest
Milwyr Arthur Fawr, the
warriors of Arthur the Great.
Arthur the Great's warriors.

gwelid, then was seen
bedd Mam Cilhwch the grave
of the mother of Cilhwch.
Cilhwch's mother's grave.

Un o filwyr Arthur Fawr oedd Cilhwch. Bu ei fam farw pan oedd ef yn blentyn bach. Cyn marw, dywedodd ei fam wrth ei dad :—"Cymer ofal mawr o'r baban, a phan ddaw yn ddyn chwilia am wraig iddo. A hyn fydd yn arwydd i ti: tyred at fy medd bob bore, a phan weli fieren yn tyfu yno, a dau flodyn gwyn arni, y mae yn bryd i ti chwilio am wraig i'r mab." Ac yna bu farw mam Cilhwch, a dodwyd hi yn y bedd, ac yr oedd galar mawr ar ei hol.

Yn mhen llawer o flynyddoedd, gwelid dau flodyn gwyn yn tyfu ar fedd mam Cilhwch; a meddyliodd ei dad mai Olwen fyddai y wraig oreu iddo. Ond yr oedd Olwen yn byw yn mhell oddiyno, y tuhwnt i lys Arthur; a dacw Cilhwch yn cychwyn i chwilio am dani. Yr oedd ei farch yn gryf a buan, gyda chyfrwy aur ac awenau o ddolenau aur. Yn llaw y llanc yr oedd picell arian, a chleddyf aur ar ei glun. Yr oedd llafn y cleddyf o'r un lliw a mellten, a miniog iawn oedd. O flaen y march yr oedd dau filgi, yn rhedeg yn ol ac yn mlaen mor gyflym a dwy wenol y môr; ac yr oedd y march yn cerdded mor ysgafn fel mai prin y plygai y glaswellt dano.

A daeth Cilhwch i gartref Olwen; a hi oedd y brydferthaf yn y byd. Gwisg o sidan fflamgoch oedd am dani, a chadwen o aur melyn am ei gwddf, a pherlau dysglaer. Melynach oedd ei phen na blodau y banadl. Gwynach oedd ei chroen nag ewyn y don. Tecach oedd ei dwylaw a'i bysedd na'r blodau wrth ffynon y weirglawdd. Dysgleiriai ei llygaid fel llygaid yr hebog. Gwynach oedd ei dwyfron na bron yr alarch gwyn. Cochach oedd ei deurudd na'r rhosyn cochaf. Pedair meillionen wen a dyfai pale bynag y rhoddai hi ei throed, ac am hyny y gelwid hi Olwen.

5.—PEREDUR.

Mab Efrog, brenin yn y gogledd, oedd Peredur. Yr oedd gan Efrog saith o feibion, a Pheredur oedd yr ieuangaf o honynt i gyd. Yr oedd ei dad a'i frodyr yn hoff o ryfel, ac o dro i dro lladdwyd hwynt bob un. Gartref gyda'i fam yr oedd Peredur, ac yr oedd arni ofn mai myned i'r rhyfel wnai yntau pan ddelai yn ddyn; ac am hyny hi a'i cymerodd i fyw i ganol coedwig, fel na fedrai weled rhyfel a rhyfelwyr.

Ond rhyw ddiwrnod, daeth tri o farchogion Arthur ar ddamwain trwy'r goedwig ar eu ceffylau, a'u gwisg o ddur gloyw am danynt, a'u picellau hirion yn eu dwylaw. "Beth ydyw y rhai acw, mam?" meddai Peredur. "Angylion, fy machgen i," meddai hithau. Ac ebai Peredur, "A gaf finau fod yn angel hefyd pan ddof yn fawr?" Rhoddodd y plentyn ei fryd ar fod yn filwr; ac wedi tyfu i fyny yn llencyn tal cymerodd farch ac arfau, ac aeth ar ei daith trwy'r wlad i achub cam y gwan a'r tlawd. Ac aeth son am dano trwy'r byd.

Ar derfyn un dydd daeth i ddyffryn. Ac yn mhen y dyffryn yr oedd cell meudwy; ac yno y bu y noson hono, a charedig fu y meudwy wrtho. Boreu dranoeth cododd oddiyno. Ac yr oedd cawod o eira wedi disgyn yn y nos, ac wedi gorchuddio y dyffryn. Ac yr oedd gwalch wedi lladd hwyad yn mhen y gell, ond diangodd y gwalch pan glywodd swm ceffyl Peredur. A disgynodd bran ar gig yr aderyn. A safodd Peredur i edrych ar y fran oedd mor ddu, a'r eira mor wyn, a'r gwaed mor goch. A meddylodd am yr eneth a garai fwyaf, oedd a'i gwallt yn ddu fel y fran, a'i chnawd yn wyn fel yr eira, a thebyg oedd y gwaed ar yr eira i'r gwrid oedd yn ei gruddiau.

A phan oedd yn myfyrio fel hyn, daeth marchogion Arthur heibio. Tarawodd Lai ef a'i bicell, ond tarawodd Peredur ef yn ol nes oedd yn rhoio yn yr eira. Ond dywedodd Gwalchmai yn deg wrtho, ac aeth Peredur gyda hwynt tua llys Arthur.

6.—MARWOLAETH ARTHUR FAWR (THE DEATH OF ARTHUR THE GREAT).

Yn mrwydr Camlan y bu farw Arthur. Y bradwr Modred a roddodd y clwyf marwol iddo. Wedi iddo gael ei glwyfo, **cariodd** dau filwr dewr ef o'r frwydr i lan y llyn. Tynodd Arthur ei gleddyf Caledfwlch allan, a dywedodd wrth un o'r milwyr :—"Dos, a thafi y cleddyf hwn i'r llyn." Aeth y milwr at lan y llyn, ond pan welodd mor hardd oedd y cleddyf, a chymaint o emau oedd ar ei garn, cuddiodd ef yn yr hesg. Daeth yn ol at Arthur. "A deflaist ti ef?" meddai'r brenin. "Do," ebai'r milwr. "Beth welaist ti?" "Welais i ddim," ebai'r milwr wed'yn, "ond y tonau a'r gwyntoedd." "Yr wyt yn dweyd anwiredd," ebai Arthur; "dos a thafi y cleddyf i'r dwfr." Aeth yntau, ond yr oedd y cleddyf mor hardd fel na fedrai yn ei fyw ei daflu i'r dwfr; a daeth yn ol yr ail waith. "A deflaist ti'r cleddyf i'r dwfr?" ebai'r brenin fel cynt. "Do," meddai yntau. "Beth welaist ti?" "Ni welais ddim ond y tonau yn ymlid eu gilydd tua'r lan." "Yr wyt yn dweyd anwiredd," meddai Arthur; "dos, a thafi y cleddyf, neu mi a fyddaf farw cyn y gwnei." Yna aeth y milwr, a thafodd y cleddyf i ganol y llyn; ac wele law wen yn dyfod o'r llyn ac yn cydio ynddo. Daeth at Arthur, a gofynodd y brenin eto beth a welodd. "Llaw wen," ebai yntau, "yn d'od o'r llyn, ac yn cydio yn ngharn y cleddyf." "Ti ddywedaist y gwir o'r diwedd," meddai Arthur; "cludwch fi at fin y dw'r." A hwy a'i cludasant ef, ac wele long o wydr, a thair brenines ynddi, yn dyfod tua'r lan. Rhoddwyd Arthur Fawr ar fwrdd y llong, a hwyliodd y tair brenines ef i ffwrdd. Dywedai y Cymry ei fod wedi myned i Ynys Afallon i wella ei glwyfau, ac y delai yn ol at ei filwyr drachefn, a'i gleddyf yn ei law. Buont yn dysgwyl am dano am ganoedd o flynyddoedd, i'w harwain yn erbyn y Saeson, ac i enill eu gwlad oddiarnynt. Ond ni ddaeth Arthur byth yn ol.

7.—CLAWDD OFFA (OFFA'S DYKE).

<i>er mwyn,</i> that	|	<i>ni chai yr un Cymro,</i>
<i>er gwneud,</i> notwithstanding	|	Welshman should
the making	|	<i>Ner,</i> God

Trugarhaodd Duw wrth bobl yr ynys hon. Daeth pregethwyr o Rufain ac o'r Iwerddon i Loegr, a daeth y Saeson yn ddilynwyr Iesu Grist. O herwydd hyny buont yn dynerach wrth y Cymry, a pheidiodd y rhyfel. Rhanwyd yr ynys rhyngddynt. Yr oedd y Saeson i gael Lloegr, a'r Cymry i gael Cymru. Ac er mwyn i bawb wybod pa le yr oedd y terfyn, cododd Offa, brenin Lloegr, glawdd o bridd. Yr oedd y clawdd yn estyn o enau'r afon Dyfrdwy, yn y gogledd, hyd enau'r afon Wy, yn y de—Lloegr ar yr un tu, a Chymru ar y tu arall. Yr oedd yno ddau glawdd, y naill yn ochr y llall. Rhyngddynt yr oedd llanerch werdd, yr hon na pherthynai i neb. Ni chai yr un Cymro ddyfod dros y clawdd i Loegr. Saethai y Sais ef os deuai. Ac os deuai y Sais dros y clawdd i Gymru, yr oedd gan y Cymro hawl i'w saethu yntau. Ond caent fyned at eu gilydd i'r llanerch werdd mewn heddwch, i siarad, i brynu, ac i werthu.

Er gwneud y clawdd, byddai rhyfel yn tori allan weithiau. Deuai rhai o'r Saeson dros y terfyn i Gymru, i ladrata defaid neu gwn hela; a byddai y Cymry, y mae'n rhaid dweyd, yn myned drosodd i Loegr i ladrata gwartheg y Saeson, ac i roddi eu gwair a'u hŷd ar dân.

Felly collodd y Cymry lawer o'u gwlad; ond yr oedd tri pheth na fedrai'r Saeson fyned â hwy oddiarnynt—eu crefydd, Cymru, a'r iaith Gymraeg. Fel y dywedodd Taliesin:—

“Eu Ner a folant,
 Eu hiaith a gadwant,
 Eu tir a gollant,
 Ond Gwyllt Walia!”

8.—TELYN Y MILWR (THE SOLDIER'S HARP).

Y mae gwlad Canaan, lle y ganwyd Iesu Grist, yn rhell iawn oddiyma. Y mae llawer tir a llawer môr rhyngom ni â hi. Yno y mae Caersalem, a Bethlehem, a Chalfaria; a byddai llawer o bererinion yn myned yno i weled y manau y bu Iesu Grist ynddynt.

Ond daeth cenedl o bobl greulon o'r anialwch i fyw i'r wlad hono, y rhai nad oeddynt yn caru yr Iesu, a llawer o niwed a wnaethant i'r Cristionogion. Pan glywsant hyny, aeth lluoedd o filwyr o Loegr a Ffrainc yno i yru y genedl greulon hono o'r wlad. Yr oedd gan bob milwr lun croes ar ei darian, ac am hyny gelwid y rhyfeloedd hyny yn Rhyfeloedd y Groes.

Aeth rhai o Gymru i'r rhyfel hefyd. Un o honynt oedd Hedd Fychan. Gadawodd ei gartref, a'i wraig, a'i blant, a'i delyn, ar ei ol, ac aeth dros y môr i'r rhyfel. Aeth llawer o amser heibio, ac yntau heb dd'od yn ol. Yr oedd y llwch ar ei delyn, ac ni fedrai neb ei chwareu ond efe. Yr oedd ei wraig a'i blant yn dechreu ofni na ddeuai byth, ac nid oedd ganddynt neb i'w hamddiffyn. Yr oedd dyn cryf yn byw ar yr un mynydd a hwynt, a'i enw Garw Llwyd; a dywedodd fod yn rhaid i'r wraig ei briodi ef, a rhoddi cartref Hedd Fychan iddo. Noson y briodas ddaeth—y fam a'r plant yn wylo, ac nid oedd neb i achub eu cam.

Daeth teithiwr ar ei farch at y drws i ofyn am lety. Gofynwyd iddo ddyfod i mewn i wledd y briodas. Daeth yntau. Yr oedd ei wisg ryfel am dano, ac nid oedd neb yn ei adnabod. Gwelodd yr hen delyn, a gofynodd a ga'i chwareu alaw arni. "Cewch," ebai Garw Llwyd; a dyma ef yn chwareu yr alaw na fedrai neb ei chwareu ond Hedd Fychan. Wrth ei glywed yn chwareu hono, gwelodd ei wraig a'i blant mai Hedd Fychan oedd wedi d'od adre'n fyw. Rhedasant ato, gan ymaflyd am ei wddf a'i gusanu. Ond diangodd Garw Llwyd am ei einioes y noson hono.

9.—MAES CROGEN (THE FIELD OF CROGEN).

Dyma enw maes brwydr. Gorchfygodd Owen Gwynedd y Saeson ar faes Crogen. Ond bu llawer Cymro ieuanc farw yno wrth ymladd dros ei wlad; a phan oedd yr adar yn canu boreu dranoeth, daeth mam i chwilio am gorph ei bachgen.]

<i>maes brwydr,</i>	a battlefield	|	<i>maes y frwydr,</i>	the field of
<i>'roedd, yr oedd,</i>	there was			battle

I.

Y frwydr aeth drosodd o'r diwedd,
 Gorchfygwyd y gelyn yn llwyr,
 A'r ser edrychasant ar Wynedd,
 A'r boreu ddilynodd yr hwyr;
 'Roedd yno rai ieuainc yn gorwedd,
 Am sefyll dros Wynedd yn bur,
 Yn fore daeth mamau a gwragedd
 I chwilio am feibion a gwyr.

II.

Fe ganai mwyalchen, er hyny,
 Mewn derwen ar lanerch y gad,
 Tra'r coedydd a'r gwrychoedd yn lledu
 Eu breichiau dros filwyr ein gwlad;
 Gorweddai gwr ieuanc yn welw,
 Fe drengodd bachgenyn gerllaw,
 Tra'i dad wrth ei ochr yn farw,
 A'i gleddyf yn fyw yn ei law!

III.

Gan frodyr, chwiorydd, a mamau,
 Fe gasglwyd y meirwon yn nghyd;
 Agorwyd y bedd ac fe'i cauwyd,
 Ond canai'r fwyalchen o hyd.
 Bu brwydr Maes Crogen yn chwerw,
 Gwyn fyd yr aderyn nas gwyr
 Am alar y byw am y meirw,
 Y boreu ddilynodd yr hwyr!

10.--Y TEITHWYR A'R ARTH (THE TRAVELLERS
AND THE BEAR).

<i>nac ofna,</i>	fear not
<i>y mae genyf,</i>	there is with me, I have
<i>yr un,</i>	any
<i>ar ei hyd,</i>	at full length
<i>dododd, gosododd,</i>	placed
<i>llestri gweigion,</i>	empty vessels

Yr oedd dau gyfaill unwaith yn myned trwy goedwig. Cofiodd un o honynt fod y lle yn enwog am eirth, a dywedodd wrth ei gyfaill:—

“Beth a ddaw o honom os daw arth i'n cyfarfod?”

“Nac ofna,” oedd yr ateb; “y mae genyf fraich gref a chalon ddewr. Nyni a ymladdwn ochr yn ochr, ac ni wna yr un niwed i ni.”

Ar hyny clywsant swm mewn llwyn gerllaw, a gwelsant arth yn dyfod allan o hono tuag atynt. Dringodd y gwr ymfrostgar i ben coeden, a gadawodd ei gyfaill wrtho ei hun i wynebu y perygl. Syrthiodd hwn ar ei hyd ar y ddaear, ac ataliodd ei anadl fel pe byddai wedi marw.

Daeth yr arth ato. Cerddodd o'i amgylch, a gosododd ei ffroen wrth ei enau. Meddyliai y creadur mai dyn marw oedd, ac yn ol yr aeth i'r goedwig. Wedi iddo fyned ddigon pell, disgynodd y broliwr, a gofynodd i'w gyfaill:—

“Pa beth ddywedodd yr arth wrthyt pan y dododd ei enau mor agos i dy glust?”

Atebodd yntau, “Cynghorodd fi i beidio ymddiried mewn dyn ymfrostgar fel tydi.”

Nid y rhai mwyaf eu swm sydd bob amser yn gwneud mwyaf o waith. Fel y dywed yr hen ddiareb, “Mwyaf swm—llestri gweigion.”

11.—Y BLAIDD A'R OEN (THE WOLF AND THE LAMB).

o'r diwedd, (literally, from the end), at last
gan hyny, therefore
yr un, the same

Un diwrnod poeth yn yr haf, daeth blaidd ac oen at yr an nant i dori eu syched. Ar ol yfed, dechreuodd y blaidd deimlo yn newynog. Syrthiodd ei lygaid ar yr oen oedd yn yfed yr ochr isaf iddo. Meddylodd ynddo ei hun y buasai yr oen yn giniaw foethus.

Yna dechreuodd chwilio am achos cwerylu â'r creadur diniwed. O'r diwedd, meddai ef wrth yr oen :—

“Paham y meiddi gynhyrfu y dwfr wyf fi yn ei yfed?”

“Syr,” ebai yr oen, mewn llais crynedig, “sut y gall hyny fod? Nid yw y dwfr yn rhedeg oddiwrthyf fi atoch chwi, ond daw oddiwrthych chwi ataf fi.”

Yr oedd yr ateb mor rhesymol, ac mor amlwg, fel na feiddiai hyd yn nod y blaidd ei amheu.

Ond nid oedd y blaidd yn myned i roddi i fyny ei giniaw am ddim. Felly efe a geisiodd am ryw achos arall i gyfiawnhau ei fwriad drwg, ac meddai :—

“Tydi yw yr hwn a amcanodd dori fy nghymeriad i oddeutu blwyddyn yn ol.”

“Nid ydwyf fi ond tri mis oed, Syr ; gan hyny, sut y gallaswn amcanu dori eich cymeriad naw mis cyn fy ngeni?” oedd ateb yr oen.

Pan welodd y blaidd fod yr oen yn well rhesymwr nag ef, efe a ffyrnogodd yn fawr iawn, ac meddai :—

“Os nad tydi ydoedd, dy dad oedd, ac y mae yn rhaid i ti dalu am bechod dy dad.”

Ar hyn, neidiodd ar yr oen, a llarpiodd ef mewn eiliad.

12.—LLYTHYRAU CYMERADWYAETH (LETTERS OF RECOMMENDATION).

<i>bod eisieu bachgen arno</i> (literally, that the want of a boy was on him), that he wanted a boy		<i>gan ddanfon</i> , sending <i>gan gyfaill</i> , by a friend <i>i'm</i> , to my
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Anfonodd cyfreithwr i newyddiadur i ddweyd fod eisieu bachgen arno i'w gynorthwyo yn ei swyddfa. Daeth haner cant o fechgyn i gynyg eu hunain. O'u plith dewisodd un, gan ddanfon y lleill i ffwrdd. Gofynwyd iddo gan gyfaill oedd yn y swyddfa ar y pryd, paham y dewisodd y bachgen hwnw yn hytrach na'r lleill, gan nad oedd ganddo un llythyr cymeradwyaeth fel yr oedd gan bob un o'r bechgyn ereill.

“Nid oedd ef heb gymeradwyaeth,” oedd yr ateb.

“Pan ddaeth i mewn, sychodd ei esgidiau, a chauodd y drws ar ei ol. Yr oedd hyn yn brawf ei fod yn fachgen cryno a threfnus.

“Rhoddodd ei gadair i'r hen wr cloff a ddaeth i mewn ar ei ol. Yr oedd hyn yn profi ei fod yn fwyn ac yn feddylgar.

“Tynodd ei het pan ddaeth i mewn, ac atebodd fy ngofyniadau yn barchus, yr hyn a brofai ei fod yn foengar.

“Cododd y llyfr a osodais yn fwriadol ar y llawr, yn lle camu drosto fel y gwnaeth y lleill. Profodd wrth hyn ei fod yn fachgen gofalus.

“Arosodd ei dro yn amyneddgar, yn lle gwthio fel rhai o'r lleill, a dangosodd ei fod yn wylaidd.

“Sylwais fod ei wisg yn lân, ei wallt yn gryno, ei ddanedd yn wynion, a'r ewinedd wedi eu glanhau.

“Onid yw y pethau hyn yn gymeradwyaethau? I'm tyb i y maent, ac yn well na llwyth o llythrau.”

13.—Y PLANT A'R CROCHANAID AUR (THE CHILDREN AND THE POT OF GOLD).

aeth â hwynt, went with them, took them.

Clywodd dau blentyn eu mam yn dywedyd unwaith wrth gyfeilles iddi, bod crochan o aur i'w gael yn y fan lle y cyffwrdd yr enfys â'r ddaear.

Un diwrnod gwlyb, fel yr oedd y brawd a'r chwaer yn gwasgu eu trwynau yn erbyn y ffenestr, gofynodd Ioan (dyna oedd enw y brawd) i Mair, ei chwaer, a garai hi ddyfod gydag ef i chwilio am y crochan a'r aur.

Atebodd Mair y buasai yn falch iawn i fyned gyda Ioan, a rhedodd i geisio ei het fel y gallent fyned heb oedi.

“Na,” meddai Ioan, “awn ni ddim heno. Y mae y nos ar ddyfod. Nyni a godwn yn gynar boreu yfory, cyn i nhad a mam ddeffro, ac fe ddeuwn yn ol erbyn boreu-fwyd. O, fel yr agorant eu llygaid pan welant y crochan mawr yn llawn o aur melyn!”

Curodd y plant eu dwylaw wrth feddwl am y cyfoeth oedd yn eu haros.

Tranoeth, fel yr oedd y wawr yn tori, yr oedd Ioan yn curo yn ddystaw wrth ddrws ystafell ei chwaer. Neidiodd Mair o'i gwely, ac yr oedd y ddau yn barod i gychwyn mewn ychydig fynudau. Aethant i lawr y grisiau ar flaenion eu traed, rhag deffro eu rhieni. Wedi agor a chau y drws yn ddystaw, dechreusant redeg am y cyflymaf, pob un yn meddwl ynddo ei hun am fod y cyntaf i osod ei law ar y crochan.

Nid oedd enfys i'w harwain mor foreu a hyn, ond cofiodd Ioan mai ar ben y bryn oedd o'u blaen y gwelodd yr enfys y tro diweddaf, ac i ben y bryn y penderfynasant fyned.

Ond mae yn hawddach dweyd bryn na'i ddringo, ac felly cafodd y ddau blentyn hyn. Wedi dringo am beth amser, ac eto yn mhell o ben y bryn, dechreuodd

Mair deimlo'n flinedig. Nid oedd ei brawd mor fywiog ag oedd pan yn cau drws tŷ ei dad.

Yr oeddynt hefyd yn teimlo chwant bwyd, a chafodd y plant nad oedd y gwaith oeddynt wedi ymgymeryd âg ef mor hawdd ag y meddylient ei fod.

Pan welodd Ioan ei chwaer yn llefain, torodd yntau allan i wylo, ac eisteddodd y ddau ar ymyl y ffordd, a gofident eu bod wedi cychwyn ar neges mor anhawdd ei gwneuthur.

Daeth amaethwr heibio i'r fan lle yr eisteddent, a chymerodd hwynt gydag ef i'w dŷ. Rhoddodd ei wraig fara a llaeth i'r plant, a phan gawsant eu digoni, dechreuasant siarad. Nis gallai yr amaethwr beidio a chwerthin pan glywodd natur y neges ar yr hon yr oedd y plant wedi cychwyn o'u cartref.

Wedi iddynt orphwys ychydig, aeth y ffermwr â hwynt yn ol i dŷ eu tad. Mawr oedd llawenydd y fam pan welodd y crwydriaid yn dyfod at y tŷ. Ni fu Ioan a Mair mor ffol a myned i chwilio am y crochan aur yr ail waith.

14.—Y TEITHIWR A'R MWNCIOD (THE TRAVELLER AND THE MONKEYS).

yn mhen tipyn, in a little while | *er mwyn*, for the purpose of

Fel yr oedd dyn yn ymdeithio yn un o'r gwledydd poethion, daeth i le cysgodol, a gorweddodd ar y ddaear i orphwys.

Cyn gwneuthur hyny, agorodd sypyn o gapiau cochion oedd yn gario, a dododd un o honynt ar ei ben, i'w an-ddiffyn rhag gwres yr haul.

Wedi gorwedd, ni fu yn hir cyn syrthio i drwmgwsg. Anghofiodd gau y sypyn cyn myned i gysgu.

Tra yr oedd ef yn cysgu, daeth heibio haid o fwnciod Tynodd y capiau eu sylw. Cymerodd pob un o honynt

gap o'r sypyn, gan ei roi ar ei ben. Yna dringasant i ben y coed, o dan gangenau y rhai y cysgai perchenog y capiau.

Pan gyrhaeddasant frig y coed, dechreuasant ysgrechain a gwneuthur y seiniau mwyaf erchyll. Fel hyn y dangosent eu llawenydd.

Deffrodd y teithiwr yn mhen tipyn, a mawr oedd ei syndod pan welodd fod pob cap wedi myned.

Nis gallai wneuthur allan pwy oedd y lleidr neu'r lladron.

Edrychodd i fyny at frigau y coed, er mwyn cael allan beth oedd achos y cynhwrf oedd yn mhlith y mwnciod. Yr oedd ei syndod yn fwy fyth. Gwelodd mai y mwnciod oeddynt y lladron. Y pwnc a lanwodd ei feddwl nesaf oedd, sut i gael ei eiddo yn ol. Cynygiodd gnau ac afalau iddynt. Gwnaeth bob ymgais ag a allai feddwl am dani i geisio denu y lladron i ddisgyn, ond yn ofer.

Cofiodd o'r diwedd mai creadur hynod am ddyngwared dyn ydyw y mwnci. Ar hyn, cymerodd y cap oedd am ei ben a bwriodd ef â'i holl nerth ar y llawr, gan ddysgwyl yn bryderus pa beth a wnaethai y mwnciod. Ar unwaith, wele pob mwnci yn cymeryd y cap oddiar ei ben ac yn ei daflu â'i holl egni tua'r llawr.

Rhedodd y teithiwr i'w casglu, ac wedi gwneud ei sypyn i fyny aeth ar ei ffordd yn llawen, gan benderfynu, os byth y cysgai eto mewn lle o'r fath, na fyddai mor esgeulus a gadael ei sypyn yn agored.

15.—Y BASGEDAID TORTHAU (THE BASKET OF LOAVES).

Pan oedd prinder gwaith, ac mewn canlyniad prinder bwyd, mewn cymydogoeth, gwahoddodd gwr beneddig caredig oedd yn byw yno, ugain o blant tlodion i'w dŷ, a

dywedodd wrthynt ei fod yn bwriadu rhoddi torth bob un iddynt yn ddyddiol, tra y parhâai yr amser tlawd.

“Mae y torthau yn y fasedg acw,” meddai ef; “ewch, a ehwymerwch hwynt, a deuwch yma yfory ar yr un amser.”

Rhedodd y plant am y cyntaf at y fasedg, er mwyn sicrhau y dorth fwyaf; ac yna aethant allan, heb feddwl am ddiolch i'r gwr boneddig am ei rodd amserol.

Yn mhlith y rhai a ddaethant i dderbyn y torthau yr oedd geneth, yr hon a safai o'r neilldu tra yr oedd y lleill yn gwthio y naill y llall.

Pan aethant allan, nashaodd at y fasedg, a chymerodd y dorth a adewid. Yr oedd y dorth hon y lleiaf o'r holl dorthau; eto, cyn myned allan, crymodd yr eneth yn foesgar, a diolchodd i'r gwr boneddig am ei garedigrwydd.

Aeth y boneddwr at y pobydd i roddi gorchymyn am y torthau erbyn tranoeth. Dywedodd wrtho am wneuthur un o'r torthau yn llawer llai na'r lleill, a gosod haner coron yn ei chanol.

Tranoeth daeth y plant, ar yr awr benodedig, i geisio y bara. Yr oeddynt yr un mor awyddus am y dorth fwyaf ag oeddynt y dydd o'r blaen. Ysgytient eu gilydd yn arw, a throent y torthau yn ol a bïaen yn y fasedg, fel y gallent gael gafael yn y fwyaf; ac wedi llwyddo yn ei ymgais, elai pob un o honynt allan ar redeg, heb gymaint ag edrych ar y gwr boneddig.

Arosodd yr eneth fach, fel y gwnaeth y dydd o'r blaen, hyd nes i'r plant eraill gymeryd pob un ei dorth.

Yr oedd y dorth a adewid y tro hwn yn llawer llai na'r dorth a gafodd y diwrnod cyntaf; er hyny, diolchodd am dani yr un mor galonog.

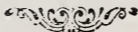
Pan gyrhaeddodd gartref, cymerodd ei mam y dorth er mwyn ei rhanu rhwng y plant. Pan ddaeth at y canol, gwelodd rywbeth yn dysgleirio. Cafodd mai darn haner coron oedd yno. Galwodd ar ei merch, a rhoddodd y

darn arian iddi gan orchymyn iddi ei gymeryd ar unwaith i'r boneddwr.

“Dyma, Syr,” meddai, pan ddaeth at y boneddwr, “ddarn o arian a gafodd fy mam yn y dorth a gefais i heddyw.”

“Cedwch ef, fy merch i,” meddai y boneddwr. “Gwobr ydyw am eich ymddygiad moesgar pan yn dyfod i geisio eich torth.”

Clywodd y plant eraill am yr haner coron oedd yn y dorth fach a adawyd ganddynt hwy yn y fasedg; a phan ddaethant i ymofyn torthau ar ol hyn, ymddygent yn debyg i'r eneth fach.



VOCABULARY

TO THE EXERCISES IN PART II.

—

NOTE.—This Vocabulary will be found to contain every word given in the exercises. By a careful study of the following rules the student may without difficulty find for himself any inflectional form which a word may take.

—

I. NOUNS.—(a) *Number.*—The **root** part of the word is given *before the period* (.). The **singular** is the whole of the word *before the dash* (-). The **plural** is formed by **adding the part after the dash to the root**. Thus :—

Achos.-ion—cause-s.
Achos—the root part.
Achos—the singular—cause.
Achos.-ion—the plural—causes.

Amaeth.wr-wyr—farmer-s.
Amaeth—the root part.
Amaeth.wr—the singular—farmer.
Amaeth.-wyr—the plural—farmers.

Blod.yn or *euyn*-au—flower-s.
Blod—the root part.
Blod.yn or *Blod*.euyn—the singular—flower.
Blod.au—the plural—flowers.

(b) *Gender.*—The Gender of Nouns is marked by m. for masculine and f. for feminine after the Welsh word.

2. VERBS.—The **root** part is given *before the period*. The **Infinitive** is the whole of the word *before the first dash*. The **Perfect Third Person Singular** is formed by **adding the part after the dash to the root**. The **Present and Future First Person Singular**

are formed by **adding** the part in SMALL CAPITALS *to the root*. The **Perfect Passive Form** is formed by **adding** the *part in brackets () to the root*. Thus:—

Adrodd.-odd-AF (*wyd*), to repeat.

Adrodd. is regarded as the root part.

Adrodd.- is the Infinitive, to repeat.

Adrodd.-odd is the Perfect Third Person Singular, he, &c., repeated *or* has repeated.

Adrodd.-AF is the Present and Future First Person Singular, I repeat *or* I shall repeat.

Adrodd. (*wyd*) is the Perfect Passive Form, was *or* were repeated.

All other Persons and Tenses can be found with equal ease by noticing that the affixes in the following table for the Active Indicative are added to the root:—

	<i>Singular.</i>			<i>Plural.</i>		FOR THE PASSIVE ALL PERSONS.	
	1st.	2nd.	3rd.	1st.	2nd.	3rd.	<i>Sing. & Pl.</i>
Present and Future. }	<i>af,</i>	<i>i,</i>	<i>a.</i>	<i>wn,</i>	<i>wch,</i>	<i>ant.</i>	<i>ir.</i>
Imperfect.	<i>wn,</i>	<i>it,</i>	<i>ai.</i>	<i>em,</i>	<i>ech,</i>	<i>ent.</i>	<i>id.</i>
Perfect.	<i>ais,</i>	<i>aist,</i>	<i>odd.</i>	<i>asom,</i>	<i>asoch,</i>	<i>asant.</i>	<i>wyd.</i>
Pluperfect.	<i>aswn,</i>	<i>asit,</i>	<i>asai.</i>	<i>asem,</i>	<i>asech,</i>	<i>asent.</i>	<i>asid.</i>
Future Perfect.	<i>wyf,</i>	<i>ech,</i>	<i>o.</i>	<i>om,</i>	<i>och,</i>	<i>ont.</i>	<i>ir.</i>

Thus to form the

Perfect, 2nd Person Plural—*Adrodd.asoch.*

Pluperfect, 3rd Person Singular—*Adrodd.asai.*

Future Perfect, 3rd Person Singular—*Adrodd.o.*

” ” ” Plural—*Adrodd.ont,*
&c., &c.

The above rules hold good for all Regular Verbs.

There are a few Irregular Verbs, especially *myned*, to go; *dysod*, to come; *gwneud* or *gwneuthur*, to do or make; *adwaen* or *adnabod*, to know or recognize; *cael* or *caffael*, to have; in which some variations of the rules occur.

As a general rule Verbs ending in *bod* (or its modified form *fod*) are conjugated like the Verb *Bod*, To Be.

A—continued.

<i>am</i> - - - - -	of, for, about
<i>am dan-(af, at, o, i, om, och, ynt)</i> - - -	about me, thee, him, her, us, you, them
<i>am hyny</i> - - - - -	therefore
<i>amaeth.wr-wyr, m.</i> - - - - -	farmer-s
<i>amcan.u-odd-AF (wyd)</i> - - - - -	to attempt
<i>amddiffyn.-odd-AF (wyd)</i> - - - - -	to defend
<i>amheu.-odd-AF (wyd)</i> - - - - -	to doubt
<i>aml</i> - - - - -	often, frequently
<i>amlwg</i> - - - - -	plain
<i>amgylch</i> - - - - -	about
<i>amser.-au, m.</i> - - - - -	time-s
<i>amserol</i> - - - - -	timely
<i>amynedd.(m.)-gar</i> - - - - -	patience, patient
<i>anadl., m. u-odd-AF (wyd)</i> - - - - -	breath, to breathe
<i>anfon.-odd-AF (wyd)</i> - - - - -	to send
<i>anhawdd</i> - - - - -	difficult
<i>anialwch, m.</i> - - - - -	desert
<i>anwiredd.-au, m.</i> - - - - -	lie-s
<i>arall</i> - - - - -	other
<i>aredig (Irregular)</i> - - - - -	to plough
<i>ar</i> - - - - -	on
<i>ar hyd</i> - - - - -	along
<i>ar hyny</i> - - - - -	with that
<i>ar.n-(af, at, o, i, om, och, ynt)</i> - - -	on (me, thee, him, her, us, you them)
<i>arf.-au, m.</i> - - - - -	arm-s, weapon-s
<i>arian, m.</i> - - - - -	silver, money
<i>aros.-odd-AF (wyd)</i> - - - - -	to wait
<i>arth. cirth, m.-es, f.</i> - - - - -	bear-s
<i>arwain</i> - - - - -	} to lead
<i>arwein.-iodd-IAF (i.wyd)</i> - - - - -	
<i>arwydd.-ion, m.</i> - - - - -	sign-s
<i>at.-(af, at, o, i, om, och, ynt)</i> - - -	to (me, thee, him, her, us, you, them)
<i>atal.-iodd-IAF (i.wyd)</i> - - - - -	to hold
<i>ateb.-ion, m.</i> - - - - -	answer-s
<i>aur, m.</i> - - - - -	gold
<i>awon</i> - - - - -	we will go
<i>awenau, m.</i> - - - - -	reins
<i>awydd,(m)-us</i> - - - - -	eagerness, eager

C—continued.

<i>canol</i> , m.	middle
<i>can.t-oedd</i>	hundred-s
<i>can.u-odd-AF</i> (<i>wyrd</i>)	to sing
<i>cap-iau coch-ion</i> , m.	red cap-s
<i>caedig.-rwydd</i>	kind.-ness
<i>carn-au</i>	handle-s
<i>carnedd.-i</i> , f.	heap s
<i>carn.-au</i> , f.	heap-s
<i>cartref.-i</i> , m.	home-s
<i>car.io-iodd-IAF</i> (<i>i.wyrd</i>)	to carry
<i>car.u-odd-AF</i> (<i>wyrd</i>)	to love
<i>casgl.u-odd-AF</i> (<i>wyrd</i>)	to gather
<i>cau.-odd-AF</i> (<i>wyrd</i>)	to close
<i>cawod.-au</i> OR <i>ydd</i> , f.	shower-s
<i>ceffyl.-au</i> , m.	horse-s
<i>cell.-oedd</i> , f.	cell-s
<i>ceis.io-iodd-IAF</i> (<i>i.wyrd</i>)	to seek
<i>cenedl.-oedd</i> , f.	nation-s
<i>cerdd.ed-odd-AF</i> (<i>wyrd</i>)	to walk
<i>ci</i> , <i>cwn</i> , m.	dog-s
<i>cig.-oedd</i> , m.	flesh, meats
<i>ciniaw.-au</i> , f.	dinner-s
<i>clawdd</i> , <i>cloddiau</i> , m.	dyke-s
<i>cleddyf.-au</i> , m.	sword-s
<i>cloff</i>	lame
<i>clud.o-odd-AF</i> (<i>wyrd</i>)	to carry
<i>clun.-iau</i> , f.	hip-s
<i>clust.-iau</i> (f. in N. Wales, m. in S. Wales)	ear-s
<i>clwyf.-au</i> , m.	wound-s
<i>clwyf.o-odd-AF</i> (<i>wyrd</i>)	to wound
<i>cnawd</i>	skin, flesh
<i>cneuen</i> , f., <i>cnau</i>	nut-s
<i>coch.-ach-af</i>	red.-der-dest
<i>cod.i-odd-AF</i> (<i>wyrd</i>)	to rise
<i>coed.-ydd</i> , m.	woods, trees
<i>coedwig.-oedd</i> , f.	forest-s
<i>cof.io-iodd-IAF</i> (<i>i.wyrd</i>)	to remember
<i>coll.i-odd-AF</i> (<i>wyrd</i>)	to lose
<i>corph</i> , <i>cyrph</i> , m.	bod.y-ies
<i>craig</i> , <i>creigiau</i> , f.	rock-s
<i>creadur</i> .(m.)-es(f.)-iaid, pl.	creature-s
<i>crefydd.-au</i> , f.	religion-s
<i>creulon</i>	cruel
<i>Cristion.-ogion</i> , m.	Christian-s

C—continued.

<i>crochan.-au</i> , m.	pot-s
<i>croen, crwyn</i> , m.	skin, skins
<i>croes-au</i> , f.	cross-es
<i>croes.i-odd-AF (wyd)</i>	to cross
<i>crwydr.yn-iaid</i> , m.	wander-er-s
<i>cryf.-der</i>	strong, strength
<i>cryni.u-odd-AF (wyd)</i>	to bow
<i>crynedig</i>	trembling
<i>cryno</i>	tidy
<i>cudd.io-iodd-IAF (i.wyd)</i>	to hide
<i>cur.o-odd-AF (wyd)</i>	to beat, to knock
<i>cusan.u-odd-AF (wyd)</i>	to kiss
<i>cusan.-au</i> , m.	kiss-es
<i>cweryl.-u-odd-AF (wyd)</i>	to quarrel
<i>cwch, cychod</i> , m.	boat-s
<i>cychwyn.-odd-AF (wyd)</i>	to start
<i>cyd.io-iodd-IAF (i.wyd)</i>	to seize
<i>cyf.aill(m.)-eillion</i>	friend-s
<i>cyfeilles.-i or au</i> , f.	female friend-s
<i>cyfarf.od.-u-YDDAF (u.wyd)</i>	to meet
<i>cyfiatwn.hau-haodd-HAF (ha.wyd)</i>	to justify
<i>cyflym-af</i>	rapid, quick-est
<i>cyfoeth</i> , m.	riches
<i>cyfreith.wr-wyr</i> , m.	lawyer-s
<i>cyfrwy.-on or au</i> , m.	saddle-s
<i>cyff.wrdd.yrddodd-YRDDAF (yrdd.wyd)</i>	to touch
<i>cynghor.i-odd-AF (wyd)</i>	to advise
<i>cymaint</i>	as much
<i>cymeradwyaeth.-au</i> , f.	recommendation-s
<i>cymeriad.-au</i> , m.	character-s
<i>cymer.yd-odd-AF (wyd)</i>	to take
<i>Cymro</i> , m., <i>Cymry</i> , m.	Welsh.man-men
<i>cymydogoeth.-au</i> , f.	neighbourhood-s
<i>cyn, cynt</i>	before
<i>cynal.-iodd-IAF, (i.wyd)</i>	to keep, to hold
<i>cynar</i>	early
<i>cynhyrf.u-odd-AF (wyd)</i>	to trouble, to disturb
<i>cynorthwy.o-odd-AF-(wyd)</i>	to assist
<i>cynhwrf</i> , m.	noise
<i>cynyg.-ion</i> , m.	offer-s
<i>cynyg.-iodd-IAF (i.wyd)</i>	to offer
<i>cyrhaedd.-odd-AF (wyd)</i>	to reach
<i>cysg.u-odd-AF-(wyd)</i>	to sleep
<i>cysgodol</i>	shadowy

Ch

NOTE.—Some words commencing radically with *C*, change the *C* into *Ch* under certain conditions, as *cyfaill*, *chyfaill* (friend).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

<i>chwaer</i> , <i>chwiorydd</i> , f.	- - - - -	sister-s
<i>chwant</i> , m.	- - - - -	want
<i>chwareu</i> .-odd-AF (<i>wyd</i>)	- - - - -	to play
<i>chwerthin</i> , or <i>chwardd</i> .-odd-AF (<i>wyd</i>)	- - - - -	to laugh
<i>chwerw</i>	- - - - -	bitter
<i>chwi</i>	- - - - -	you
<i>chwil</i> .io-iodd-IAF (<i>i.wyd</i>)	- - - - -	to search

D

NOTE.—Words commencing radically with *D*, are sometimes inflected so as to commence with *N*, or *Dd*, as *dacar*, *naear*, *ddaeear* (earth).

Others commencing radically with *T* change the *T* into *D* under certain conditions, as *tad*, *dad* (father).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

<i>dacw</i>	- - - - -	there, behold
<i>daear</i> , f.	- - - - -	earth
<i>daeth</i>	- - - - -	came
<i>dangos</i> .-odd-AF (<i>wyd</i>)	- - - - -	to show
<i>damw-ain-einiau</i>	- - - - -	accident-s
(<i>am</i>) <i>dan</i> -(<i>af</i> , <i>at</i> , <i>o</i> , <i>i</i> , <i>om</i> , <i>och</i> , <i>ynt</i>)	- - - - -	for or about (<i>me</i> , thee, him, her, us, you, them)
<i>danfon</i> .-odd-AF (<i>wyd</i>)	- - - - -	to send
<i>dan.t-edd</i> , m.	- - - - -	tooth, teeth
<i>darn-au</i> , m.	- - - - -	piece-s
<i>dau</i> , m., <i>dwy</i> , f.	- - - - -	two
<i>daw</i>	- - - - -	(he, she, it, or they) will come
<i>dawns</i> .io-iodd-IAF (<i>i.wyd</i>)	- - - - -	to dance
<i>de</i> , <i>dehau</i>	- - - - -	south, right (hand)
<i>dechreu</i> .-odd-AF (<i>wyd</i>)	- - - - -	to begin
<i>dafad</i> , f., <i>defaid</i> , pl.	- - - - -	sheep
<i>deffro</i> .-dd-AF (<i>wyd</i>)	- - - - -	to awake
<i>derwen</i> , <i>derw</i> , f.	- - - - -	oak-s
<i>denu</i> .-odd-AF (<i>wyd</i>)	- - - - -	to tempt
<i>deu</i> -(<i>af</i> , <i>i</i> , <i>wn</i> , <i>wch</i> , <i>ant</i>)	- - - - -	(I, thou, we, you, they) will come
<i>deurudd</i> , m.	- - - - -	cheeks
<i>dewis</i> .-odd-AF (<i>wyd</i>)	- - - - -	to choose
<i>deuwr</i>	- - - - -	brave

D—continued.

<i>dianc, diang.-odd-AF (wyd)</i>	-	-	-	-	to escape
<i>digon</i>	-	-	-	-	enough
<i>dihun.o-odd-AF (wyd)</i>	-	-	-	-	to awake
<i>dilyn.-odd-AF (wyd)</i>	-	-	-	-	to follow
<i>dilyn.wr-wyr, m.</i>	-	-	-	-	followers
<i>din</i>	-	-	-	-	nothing
<i>dinas.-oedd, f.</i>	-	-	-	-	cit.y-ies
<i>diniwed</i>	-	-	-	-	harmless
<i>diolch.-odd-AF (wyd)</i>	-	-	-	-	to thank
<i>disgyn.-odd-AF (wyd)</i>	-	-	-	-	to fall, to descend
<i>diwedd</i>	-	-	-	-	end
<i>diweddaf</i>	-	-	-	-	last
<i>(o'r) diwedd</i>	-	-	-	-	at last
<i>diwrnod.-au, m.</i>	-	-	-	-	day-s
<i>dod.i-odd-AF (wyd)</i>	-	-	-	-	to place
<i>dof, deuaif</i>	-	-	-	-	I come, or will come
<i>doi, delai</i>	-	-	-	-	came, would come
<i>dolen.-au, f.</i>	-	-	-	-	ring-s, link-s
<i>drachefn</i>	-	-	-	-	again
<i>dring.o-odd-AF (wyd)</i>	-	-	-	-	to climb
<i>drwg</i>	-	-	-	-	wicked
<i>drws, drysau, m.</i>	-	-	-	-	door-s
<i>du-on</i>	-	-	-	-	black, s., black, pl.
<i>dur, m.</i>	-	-	-	-	steel
<i>durw.-iau, m.</i>	-	-	-	-	god-s
<i>dwfr, dyfroedd, m.</i>	-	-	-	-	water-s
<i>dwy.fron, f.</i>	-	-	-	-	bosom
<i>dwy.law, f.</i>	-	-	-	-	hands
<i>dy</i>	-	-	-	-	thy
<i>dydd.-iau, m.</i>	-	-	-	-	day-s
<i>dydd-iol</i>	-	-	-	-	dai-ly
<i>(yn) dyfod</i>	-	-	-	-	coming
<i>Dyfrdwy, f.</i>	-	-	-	-	Dee (river)
<i>dyffryn.-oedd, m.</i>	-	-	-	-	vale-s
<i>dyl.ai-asid-ASWN</i>	-	-	-	-	should
<i>dyrna</i>	-	-	-	-	here
<i>dyrna</i>	-	-	-	-	that
<i>dynwared.u-odd-AF (wyd)</i>	-	-	-	-	to imitate
<i>dysglær</i>	-	-	-	-	bright
<i>dysgleir.io-iodd-IAF (i.wyd)</i>	-	-	-	-	to shine
<i>dysgwyl.-iodd-IAF (i.wyd)</i>	-	-	-	-	to expect
<i>dystaw</i>	-	-	-	-	silent, soft
<i>dyrweyd, dyrweyd, dweyd</i>	-	-	-	-	saying
<i>dywed.yd-odd-AF (wyd)</i>	-	-	-	-	to say

F

NOTE.—Words commencing radically with *F* undergo no initial change. Words commencing radically with *B* or *M* change these letters for *F* under certain circumstances, as *brawd*, *frawd* (brother), *mam*, *fam* (mother).

For Rules for these see the Introductory Chapter on the Mutation of Initial Consonants.

The Radical forms only are given in the Vocabulary.

<i>fel</i> , <i>felly</i>	· · · · ·	like, so
<i>fy</i>	· · · · ·	my
(<i>i</i>) <i>fyny</i>	· · · · ·	up

Ff

NOTE.—Words commencing radically with *Ff* undergo no initial change. Most ordinary nouns commencing with *Ff*, are of the Feminine Gender.

<i>ffair</i> , <i>ffeiriau</i> , f.	· · · · ·	fair-s
<i>ffenestr</i> .- <i>i</i> , f.	· · · · ·	window-s
<i>fflamgoch</i>	· · · · ·	fiery red
<i>ffol</i>	· · · · ·	foolish
<i>Ffrainc</i> , f.	· · · · ·	France
<i>ffroen</i> .- <i>au</i> , f.	· · · · ·	nostril-s
<i>ffrostgar</i>	· · · · ·	boastful
<i>ffynon</i> .- <i>au</i> , f.	· · · · ·	well-s
<i>ffordd</i> , <i>ffyrdd</i> , f.	· · · · ·	way-s, road-s
<i>ffyrnig</i> . <i>o</i> - <i>odd</i> -AF (<i>wyd</i>)	· · · · ·	to become fierce
<i>ffwrdd</i>	· · · · ·	away

G

NOTE.—Words commencing radically with *G* are sometimes inflected so as to drop the *G*, leaving the following letter, whether Vowel or Consonant as the Initial, or it changes into *Ng*, as *galar*, *alar*, *ngalar* (grief), *glan*, *lan*, *nglan* (shore), *gris*, *ris*, *ngris* (step), *gwledd*, *wledd*, *ngwledd* (feast).

Others commencing radically with *C*, change the *C* into *G* under certain circumstances, as *cyfaill*, *gyfaill* (friend).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

<i>gadael</i> , <i>gadaw</i> . <i>odd</i> -AF (<i>wyd</i>)	· · · · ·	to leave
<i>gafael</i> , f.	· · · · ·	hold
<i>gafael</i> . <i>u</i> - <i>odd</i> -AF (<i>wyd</i>)	· · · · ·	to hold
<i>galar</i> , m.	· · · · ·	grief
<i>galw</i> .- <i>odd</i> -AF (<i>wyd</i>)	· · · · ·	to call
<i>gall</i> . <i>u</i> - <i>odd</i> -AF (<i>wyd</i>)	· · · · ·	can
<i>galiasai</i>	· · · · ·	(he, she, or it) could or was able to
<i>gan</i>	· · · · ·	with
<i>gan hyny</i>	· · · · ·	therefore
<i>gan</i> -(<i>ddo</i> , <i>ddi</i> , <i>ddynt</i>)-	· · · · ·	with (him, her, them)
(<i>yr oedd</i>) <i>gan</i> -(<i>ddo</i> , <i>ddi</i> , <i>ddynt</i>)	· · · · ·	(he, she, they) had

G—continued.

<i>garw</i>	rough
<i>gelyn</i> .-ion, m.	enem.y-ies
<i>gem</i> .-au, m.	gem-s
<i>gen</i> .au-euan, f.	mouth-s
<i>geneth</i> .-od	girl-s, maiden-s
<i>geni</i> , <i>gan</i> .odd-AF (<i>wyd</i>)	born, to bear
<i>gen</i> .yf-ym	with (me, us)
(<i>mae</i>) <i>gen</i> .yf-ym	I or we (have)
<i>gerllaw</i>	near at hand
<i>gilyid</i>	each other
<i>glan</i> .-au, f.	shore-s, bank-s
<i>glan</i> .hau-haodd-HAF (<i>ha-wyd</i>)	to clean
<i>glaswellt</i> , m.	grass
<i>gloerw</i>	bright
<i>gofal</i> -us	care-ful
<i>gofid</i> .io-iodd-IAF (<i>i.wyd</i>)	to grieve
<i>gofyn</i> .-odd-AF (<i>wyd</i>)	to ask
<i>gofyniad</i> .-au, m.	question-s
<i>gogledd</i> , m.	north
<i>gorchfyg</i> .u-odd-AF (<i>wyd</i>)	to conquer
<i>gorchudd</i> .io-iodd-IAF (<i>i.wyd</i>)	to cover
<i>gorchymyn</i> .-odd-AF (<i>wyd</i>)	to command
<i>goreu</i>	best
<i>gorphwys</i> .-odd-AF (<i>wyd</i>)	to rest
<i>gorwedd</i> .-odd-AF (<i>wyd</i>)	to lie
<i>gosod</i> .-odd-AF (<i>wyd</i>)	to place
<i>gris</i> .-iau, f.	step-s, stair-s
<i>grudd</i> .-iau, f.	cheek-s
<i>gwaed</i> , m.	blood
<i>gwahodd</i> .-odd-AF (<i>wyd</i>)	to invite
<i>gwair</i> , s., <i>gweiriau</i> , pl., m.	hay
<i>gwaith</i> , <i>gweith</i> .iau or <i>ydd</i> , m.	work-s
<i>gwalch</i> , <i>gweilch</i> , m.,	hawk-s
<i>Gwalia</i> , f.	Wales
<i>gwan</i>	weak
<i>gwawr</i> , f.	dawn
<i>gwelltyn</i> , <i>gwallt</i> , m.	hair-s
<i>gwartheg</i> , f.	cows, cattle
<i>gwasg</i> .u-odd-AF (<i>wyd</i>)	to press
<i>gwddf</i> , <i>gyddfau</i> , m.	neck-s
<i>gwedi</i>	after
<i>gweirglawdd</i> , f.	hayfield, meadow
<i>gweith</i> .io-iodd-IAF (<i>i.wyd</i>)	to work
<i>gwel</i> .ed-odd-AF (<i>wyd</i>)	to see

G—continued.

<i>gwelw</i>	.	.	.	.	.	.	.	.	pale
<i>gwely.-au</i> , m.	.	.	.	.	.	.	.	.	bed-s
<i>gwell</i>	.	.	.	.	.	.	.	.	better
<i>gwella</i>	.	.	.	.	.	.	.	.	recover
<i>gwellten, gwellt</i> , f.	.	.	.	.	.	.	.	.	straw-s
<i>gwenith</i> , m.	.	.	.	.	.	.	.	.	wheat
<i>gwenol.-iaid</i> , f.	.	.	.	.	.	.	.	.	swallow-s
<i>gwenol.-iaid-y-môr</i>	.	.	.	.	.	.	.	.	seagull-s
<i>gwiail</i> , f.	.	.	.	.	.	.	.	.	willows
<i>gwir</i> , m.	.	.	.	.	.	.	.	.	truth
<i>gwisg.-oedd</i> , f.	.	.	.	.	.	.	.	.	dress-es
<i>gwlad-edydd</i> , f.	.	.	.	.	.	.	.	.	countr.y-ies
<i>gwledd.-oedd</i> , f.	.	.	.	.	.	.	.	.	feast-s
<i>gwlyb</i>	.	.	.	.	.	.	.	.	wet
<i>gwnaethai</i> }	.	.	.	.	.	.	.	.	did <i>or</i> would do
<i>gwnelai</i> }	.	.	.	.	.	.	.	.
<i>gwneud, gwneuthur</i>	.	.	.	.	.	.	.	.	to make
<i>gwobr.-au</i> , f.	.	.	.	.	.	.	.	.	reward-s
<i>gwr, gwyr</i> , m.	.	.	.	.	.	.	.	.	man, men, husband-s
<i>gwraig, gwagedd</i> , f.	.	.	.	.	.	.	.	.	wife, wives
<i>gwres</i> , m.	.	.	.	.	.	.	.	.	heat
<i>gwrid</i> , f.	.	.	.	.	.	.	.	.	blush
<i>gwrych.-oedd</i> , m.	.	.	.	.	.	.	.	.	hedges
<i>gwith.io-iodd-IAF (i.wyd)</i>	.	.	.	.	.	.	.	.	to push
<i>gwyb.od-u-YDDAF (u.wyd)</i>	.	.	.	.	.	.	.	.	to know
<i>gwydr.-au</i> , m.	.	.	.	.	.	.	.	.	glass-es
<i>gwyl, gwylaidd</i>	.	.	.	.	.	.	.	.	modest
<i>gwyllt</i>	.	.	.	.	.	.	.	.	wild
<i>gwyn</i> , m., <i>gwen(f.)-ach</i>	.	.	.	.	.	.	.	.	white-r
<i>gwyneb.u-odd-AF (wyd)</i>	.	.	.	.	.	.	.	.	to face
<i>Gwynedd</i> , f.	.	.	.	.	.	.	.	.	North Wales
<i>gwynfyd</i>	.	.	.	.	.	.	.	.	blessed
<i>gwyni.-oedd</i> , m.	.	.	.	.	.	.	.	.	wind-s
<i>gwyRDD, m., gwerdd</i> , f.	.	.	.	.	.	.	.	.	green
<i>gwyr</i>	.	.	.	.	.	.	.	.	knows
<i>gyda-g</i>	.	.	.	.	.	.	.	.	with
(i) <i>gyd</i>	.	.	.	.	.	.	.	.	all
<i>gyr.u-odd-AF (wyd)</i>	.	.	.	.	.	.	.	.	to drive

Ng and Ngh

NOTE.—No Welsh word commences radically with *Ng* or *Ngh*. Such words as commence with *Ng* or *Ngh* are inflected from the radical *G* or *C*, as *gair*, *ngair* (word); *cân*, *ngân* (song).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

LI—continued.

<i>llaeth</i> , m.	· · · · ·	milk
<i>llafn</i> .-au, m.	· · · · ·	blade-s
<i>llai</i> , <i>lleiaf</i>	· · · · ·	smaller, smallest
<i>llais</i> , <i>lleisiau</i> , m.	· · · · ·	voice-s
<i>llall</i> , <i>lleill</i>	· · · · ·	other, others
<i>llanc</i> .-iau, m.	· · · · ·	lad-s, youth-s
<i>llances</i> .-au or <i>i</i> , f.	· · · · ·	lass-es, maiden-s
<i>llanerch</i> .-au, or <i>llenyrch</i> , m.	· · · · ·	plain-s
<i>llanw</i> .-odd-AF (<i>wyd</i>)	· · · · ·	to fill
<i>llarp</i> .io-iodd-IAF (<i>i.wyd</i>)	· · · · ·	to tear
<i>llaw</i> , <i>dwylaw</i> , f.	· · · · ·	hand-s
<i>llawen</i>	· · · · ·	joyful
<i>llawenydd</i> , m.	· · · · ·	joy
<i>llawer</i>	· · · · ·	many, much
<i>llawn</i>	· · · · ·	full
<i>llawr</i> , <i>lloriau</i> , m.	· · · · ·	floor-s
<i>lle</i> .-oedd m.	· · · · ·	places
<i>lle</i> , <i>pa le</i>	· · · · ·	where, wherever
<i>llef</i>	· · · · ·	cry
<i>llef</i> .ain-odd-AF (<i>wyd</i>)	· · · · ·	to cry
<i>lleidr</i> , <i>lladron</i> , m.	· · · · ·	thie.f-ves
<i>lleill</i>	· · · · ·	others
<i>llestri pridd</i> , m.	· · · · ·	earthenware
<i>lle</i> .ty-tai, m.	· · · · ·	lodging-s
<i>llian</i> , <i>lliain</i> , m.	· · · · ·	cloth-s
<i>lliw</i> .-iau, m.	· · · · ·	colour-s
<i>Lloegr</i> , f.	· · · · ·	England
<i>llong</i> .-au, f.	· · · · ·	ship-s
<i>llu</i> .-oedd, m.	· · · · ·	multitude-s
<i>llun</i> .-iau, m.	· · · · ·	picture-s, form-s
<i>llwch</i> , m.	· · · · ·	dust
<i>Llwyd</i> , proper n.	· · · · ·	Lloyd
<i>llwyd</i> , adj.	· · · · ·	grey
<i>llwydd</i> .o-odd-AF (<i>wyd</i>)	· · · · ·	to succeed
<i>llwyn</i> .-i, m.	· · · · ·	bush-es
<i>llwyr</i>	· · · · ·	entirely
<i>llwyth</i> .-au, m.	· · · · ·	tribe-s
<i>llwyth</i> .-i, m.	· · · · ·	load-s
<i>llyfr</i> .-au, m.	· · · · ·	book-s
<i>llyg</i> .ad-aid, m.	· · · · ·	eye-s
<i>llyn</i> .-au or <i>oedd</i> , m.	· · · · ·	lake-s
<i>llys</i> .-oedd, m.	· · · · ·	court-s
<i>llythyr</i> .-au, m.	· · · · ·	letter-s
<i>llythyr</i> .en-au, f.	· · · · ·	letter-s (alphabet)

M

NOTE.—Words commencing radically with *M* are sometimes inflected so as to commence with *F*, as *mab*, *fab* (son).

Others commencing radically with *B* change the *B* into *M* under certain conditions, as *brawd*, *mrawd* (brother).

For Rules for these see the Introductory Chapter on the Mutation of Initial Consonants.

The Radical forms only are given in the Vocabulary.

<i>mab</i> , <i>meibion</i> , m.	- - - - -	son-s
<i>mae</i> , <i>y mae</i>	- - - - -	is, it is
<i>maedd.u-odd-af</i> (<i>wyd</i>)	- - - - -	} to dare
or <i>meidd.iodd-iaf</i> (<i>i.wyd</i>)	- - - - -	
<i>maent</i>	- - - - -	they are
<i>maes</i> , <i>meusydd</i> , m.	- - - - -	field-s
<i>mai</i>	- - - - -	that
<i>Mair</i> , f.	- - - - -	Mary
<i>mam.-au</i> , f.	- - - - -	mother-s
<i>man.-au</i>	- - - - -	place-s
<i>march</i> , <i>meirch</i> , m.	- - - - -	horse-s
<i>marchog.-ion</i> , m.	- - - - -	knight-s, horse.man- men
<i>marw.-ol</i>	- - - - -	dead-ly
<i>math.-au</i> , m.	- - - - -	kind-s
<i>mawr</i>	- - - - -	great, big
<i>medr</i> , m.	- - - - -	ability
<i>medr.u-odd-af</i> (<i>wyd</i>)	- - - - -	to be able
<i>medd.ai-af</i> (<i>id</i>)	- - - - -	he, I, they said
<i>medd.wl-yliai</i> , m.	- - - - -	think, v., thought-s, n.
<i>meddylgar</i>	- - - - -	thoughtful
<i>meddwl</i> , <i>meddyl.-iodd-iaf</i> (<i>i.wyd</i>)	- - - - -	to think
<i>meillion</i> (pl.)-en, s., f.	- - - - -	Dutch clover
<i>meirwon</i> , m., pl.	- - - - -	the dead
<i>melyn.-ach</i>	- - - - -	yellow-er
<i>mellt</i> (pl.)-en, s., f.	- - - - -	lightnings, lightning
<i>merch.-ed</i> , f.	- - - - -	daughter-s, girl-s
<i>meudwy</i> , m.	- - - - -	hermit
<i>mewn</i>	- - - - -	in
<i>mi</i> , <i>minau</i>	- - - - -	I, me, or me also
<i>mier.en-i</i> , f.	- - - - -	briar-s
<i>mil.gi-gwn</i> , m.	- - - - -	greyhound-s
<i>mil.wr-wyr</i> , m.	- - - - -	soldier-s
<i>min</i> , m.	- - - - -	edge
<i>miniog</i>	- - - - -	sharp
<i>mis.-oedd</i> , m.	- - - - -	month-s
<i>moch</i> (pl)-yn, s., m.	- - - - -	pigs, pig

M—continued.

<i>modrwy.-au.</i> f.	.	.	.	.	.	ring-s
<i>moesgar</i>	.	.	.	.	.	polite
<i>moethus</i>	.	.	.	.	.	dainty
<i>molian.t-au,</i> m.	.	.	.	.	.	praise-s
<i>mor</i>	.	.	.	.	.	so
<i>môr.-oedd,</i> m.	.	.	.	.	.	sea-s
<i>mor esgeulus</i>	.	.	.	.	.	so careless
<i>mur.-iau,</i> m.	.	.	.	.	.	wall-s
<i>mwnci.-od,</i> m.	.	.	.	.	.	monkey-s
<i>mwy-</i>	.	.	.	.	.	more, most
<i>mwy.-af-</i>	.	.	.	.	.	bigger, biggest
<i>mwyalchen,</i> f.	.	.	.	.	.	blackbird
<i>mwyn</i>	.	.	.	.	.	gentle, mild
<i>(er) mwyn</i>	.	.	.	.	.	that, for the sake of
<i>nyfyr.io-iodd-IAF (i.wyd)</i>	.	.	.	.	.	to contemplate
<i>myned</i>	.	.	.	.	.	to go
<i>mynud.-au</i> (m. N. Wales, f. S. Wales)	.	.	.	.	.	minute-s
<i>myn.u-odd-AF (wyd)</i>	.	.	.	.	.	to demand
<i>mynai fyned</i>	.	.	.	.	.	he would go
<i>lle y mynai</i>	.	.	.	.	.	wherever he chose
<i>mynydd.-au</i> or <i>oedd,</i> m.	.	.	.	.	.	mountain-s

Mh

NOTE.—No Welsh word commences radically with *Mh*, but the initial consonant *P* is under certain conditions inflected into *Mh*, as *pen, mhen* (head).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

N

NOTE.—Words commencing radically with *N* undergo no initial change. Never add *H* to the radical *N*. *nhatur* is never used for *natur* (Nature). Words commencing radical ly with *D*, however, change the *D* into *N* under certain circumstances, as *drws, nrws* (door).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

<i>na</i>	.	.	.	.	.	no, nor, than
<i>na'r</i>	.	.	.	.	.	nor the, than the
<i>nac</i>	.	.	.	.	.	nor
<i>nad</i>	.	.	.	.	.	not
<i>nag</i>	.	.	.	.	.	than
<i>naill</i>	.	.	.	.	.	either
<i>naill-y-llall</i>	.	.	.	.	.	one another
<i>naill ar llall</i>	.	.	.	.	.	both, each

N—continued.

<i>nant, nentyaid, f.</i>	-	-	-	-	-	-	brook-s
<i>natur, f.</i>	-	-	-	-	-	-	nature
<i>naw</i>	-	-	-	-	-	-	nine
<i>neb</i>	-	-	-	-	-	-	anybody, nobody
<i>neges.-au or euon, f.</i>	-	-	-	-	-	-	errand-s
<i>neid.io-iodd-IAF (i.wyd)</i>	-	-	-	-	-	-	to jump
<i>neilldu or nailldu</i>	-	-	-	-	-	-	aside, one side
<i>nerth.-oedd, m.</i>	-	-	-	-	-	-	power-s
<i>nes</i>	-	-	-	-	-	-	until
<i>nes.-af</i>	-	-	-	-	-	-	near-er-est, or next
<i>neu</i>	-	-	-	-	-	-	or
<i>newid.-iodd-IAF (i.wyd)</i>	-	-	-	-	-	-	to change
<i>newyddiadur.-on, m.</i>	-	-	-	-	-	-	newspaper-s
<i>newynog</i>	-	-	-	-	-	-	hungry
<i>ni, nyini, ninau</i>	-	-	-	-	-	-	we, or us, we also
<i>nid</i>	-	-	-	-	-	-	not
<i>nirw.ed.(s)-eidiau, pl., m.</i>	-	-	-	-	-	-	harm
<i>nos, noson, f.</i>	-	-	-	-	-	-	night

Nh

NOTE.—No Welsh word commences radically with *Nh*. The Initial Consonant *T* is, however, under certain circumstances, inflected into *Nh*, as *tad*, *nhad* (father).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

O

NOTE.—Words commencing radically with *O* sometimes have the *H* prefixed, as *oed*, *hoed* (old). Others commencing radically with *Go* drop the *G* under certain conditions, leaving the *O* as the initial letter, as *gofal*, *ofal* (care).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

<i>o</i>	-	-	-	-	-	-	of, from
<i>ochr.-au, f.</i>	-	-	-	-	-	-	side-s
<i>ochr yn ochr</i>	-	-	-	-	-	-	side by side
<i>oddentu</i>	-	-	-	-	-	-	about
<i>oddiorth-(yf, o, i, ym, ych, ynt)</i>	-	-	-	-	-	-	from (me, him, her, us, you, them)
<i>oddiar-(naf, no, ni, nom, noch, nynt)</i>	-	-	-	-	-	-	from (me, him, her, us, you, them)
<i>oddi.yma-yno-</i>	-	-	-	-	-	-	from here, there
<i>oed</i>	-	-	-	-	-	-	old

P—continued.

<i>peidio</i>	-	-	-	-	-	-	not, discontinued
<i>peid.io-iodd-IAF-(i.wyd)</i>	-	-	-	-	-	-	to end, to stop
<i>pell</i>	-	-	-	-	-	-	far
<i>pen.-au, m.</i>	-	-	-	-	-	-	top-s, head-s
<i>penderfyn.u-odd-AF (wyd')</i>	-	-	-	-	-	-	to resolve
<i>penill.-ion, m.</i>	-	-	-	-	-	-	verse-s
<i>penodedig</i>	-	-	-	-	-	-	appointed
<i>perchenog.-ion, m.</i>	-	-	-	-	-	-	owner-s
<i>pererin.-ion, m.</i>	-	-	-	-	-	-	pilgrim-s
<i>perl.-au, m.</i>	-	-	-	-	-	-	pearl-s
<i>perthyn.-odd-AF</i>	-	-	-	-	-	-	to belong
<i>perygl.-on, m.</i>	-	-	-	-	-	-	danger-s
<i>peth.-au, m.</i>	-	-	-	-	-	-	thing-s
<i>peth</i>	-	-	-	-	-	-	some, what?
<i>picell.-au, f.</i>	-	-	-	-	-	-	dart-s, spear-s
<i>plentyn, plant, m.</i>	-	-	-	-	-	-	child-ren
<i>plith, yn mhlith</i>	-	-	-	-	-	-	among
<i>plwm, m.</i>	-	-	-	-	-	-	lead
<i>plyg.u-odd-AF (wyd)</i>	-	-	-	-	-	-	to bend
<i>pob</i>	-	-	-	-	-	-	every
<i>pob un</i>	-	-	-	-	-	-	each one
<i>pobl.-oedd, m.</i>	-	-	-	-	-	-	people-s
<i>pobydd.-ion, m.</i>	-	-	-	-	-	-	baker-s
<i>poeth</i>	-	-	-	-	-	-	hot
<i>prawf, profion, m.</i>	-	-	-	-	-	-	proof-s
<i>pregeth.wr-wyr, m.</i>	-	-	-	-	-	-	preacher-s
<i>pridd, m.</i>	-	-	-	-	-	-	earth
<i>prin-der, m.</i>	-	-	-	-	-	-	hardly, scarc.e-ity
<i>priod.i-odd-AF (wyd)</i>	-	-	-	-	-	-	to marry
<i>priodas.-au, f.</i>	-	-	-	-	-	-	marriage-s
<i>prof.i-odd-AF (wyd)</i>	-	-	-	-	-	-	to prove
<i>pryd. iau, m.</i>	-	-	-	-	-	-	time-s
<i>pryder, m.-us</i>	-	-	-	-	-	-	anxiety, anxious
<i>prydfferth.-af</i>	-	-	-	-	-	-	beautiful, most beau- tiful
<i>pryn.u-odd-AF (wyd)</i>	-	-	-	-	-	-	to buy
<i>pur</i>	-	-	-	-	-	-	pure
<i>pwnc, pynciau</i>	-	-	-	-	-	-	subject-s

Ph

NOTE.—Hardly any Welsh words commence radically with *Ph*. Such words as commence with *Ph* are mostly inflected from the radical *P*, as *pen*, *phen* (head).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

S—continued.

<i>sain, seiniau, f.</i>	· · · · ·	sound-s
<i>sefyll, saf.-odd-AF (wyd)</i>	· · · · ·	to stand
<i>seren, ser</i>	· · · · ·	star-s
<i>serth</i>	· · · · ·	steep
<i>siarad.-odd-AF (wyd)</i>	· · · · ·	to speak
<i>sicr.hau-haodd-HAF (ha.wyd)</i>	· · · · ·	to secure
<i>sidan.-au, m.</i>	· · · · ·	silk-s
<i>son, m.</i>	· · · · ·	rumour
<i>sut</i>	· · · · ·	how
<i>swm, m., or sain, f., seiniau</i>	· · · · ·	sound-s
<i>swydd.fafeydd, f.</i>	· · · · ·	office-s
<i>syched, m.</i>	· · · · ·	thirst
<i>syched.u-odd-AF, (i.wyd)</i>	· · · · ·	to thirst
<i>sych.u-odd-AF (wyd)</i>	· · · · ·	to wipe
<i>sylw-</i>	· · · · ·	attention
<i>sylw.i-odd-AF (wyd)</i>	· · · · ·	to notice
<i>syfyn.-au, m.</i>	· · · · ·	parcel-s
<i>syndod, m.</i>	· · · · ·	wonder, surprise
<i>syr</i>	· · · · ·	sir
<i>syrth.io-iodd-IAF (i.wyd)</i>	· · · · ·	to fall

T

NOTE.—Words commencing radically with *T* are sometimes inflected so as to commence with *D*, *Nh*, or *Th*, as *tad*, *dad*, *nhad*, *thad* (father).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

<i>tad.-au, m.</i>	· · · · ·	father-s
<i>tafl.u.-odd-AF (wyd)</i>	· · · · ·	to throw
<i>taith, teithiau, f.</i>	· · · · ·	journey-s
<i>tal</i>	· · · · ·	tall
<i>tal.u.-odd-AF (wyd)</i>	· · · · ·	to pay
<i>tan.-au, m.</i>	· · · · ·	fire-s
<i>tan-(af, at, o, i, om, och, ynt)</i>	· · · · ·	under (me, thee, him, her, us, you, them)
<i>taraw.-odd-AF (wyd)</i>	· · · · ·	to strike
<i>tarian.-au, f.</i>	· · · · ·	shield-s
<i>telyg</i>	· · · · ·	like, similar
<i>teg, tecach-</i>	· · · · ·	fair-er
<i>teith.iwr-wyr, m.</i>	· · · · ·	traveller-s
<i>teiml.o.-odd-AF (wyd)</i>	· · · · ·	to feel
<i>telyn.-au, f.</i>	· · · · ·	harp-s
<i>terfyn.-au, m.</i>	· · · · ·	boundar.y-ies, end-s

Y

NOTE.—Words commencing radically with Y sometimes have the H prefixed; as *ychain*, *hychain* (oxen).

For Rules for these see the Introductory Chapter on the Mutation of Consonants.

The Radical forms only are given in the Vocabulary.

<i>y, yr, 'r</i> - - - - -	the
<i>Compounds a'r, i'r, o'r—and the, to the, of the.</i>	
<i>yeh.-ain, m.</i> - - - - -	ox-en
<i>yehydig</i> - - - - -	few, little
<i>yd.-au</i> - - - - -	corn
<i>yd.wyf-wyt-ym-yeh-ynt</i> - - - - -	I am, thou art, we, you, they are
<i>yd.yw-oedd-ynt</i> - - - - -	is, was, are
<i>yf.ed-odd-AF (wyd)</i> - - - - -	to drink
<i>yfory</i> - - - - -	to-morrow
<i>ynghyd</i> - - - - -	together
<i>yma</i> - - - - -	here
<i>ymafl.yd-odd-AF (wyd)</i> - - - - -	to seize
<i>ymdeith.io-iodd-IAF (i.wyd)</i> - - - - -	to travel
<i>ymddiried.-odd-AF (wyd)</i> - - - - -	to trust
<i>ymddygiad.-au, m.</i> - - - - -	behaviour, conduct
<i>ymffrostgar</i> - - - - -	boastful
<i>ym.gais-geisiadau, m.</i> - - - - -	effort-s
<i>ymgymer.yd-odd-AF (wyd)</i> - - - - -	to undertake
<i>ymladd.-au</i> - - - - -	fight-s
<i>ymladd.fa.-feydd, f.</i> - - - - -	fight-s
<i>ymladd.-odd-AF (wyd)</i> - - - - -	to fight
<i>ymlid.-iodd-IAF (i.wyd)</i> - - - - -	to follow, to chase
<i>ymyl.-au, or on</i> - - - - -	edge-s, side-s
<i>yn</i> - - - - -	in

YN joined to an adj., marks the adverbial form.

<i>yn bryderus</i> - - - - -	anxious.-ly
<i>yn ddyddiol</i> - - - - -	dai.-ly
<i>yn mhen tipyn</i> - - - - -	in a while
<i>yn mhlith</i> - - - - -	among
<i>yn hytrach</i> - - - - -	rather

YN joined to a verb, marks the present participle.

<i>yn myned</i> - - - - -	go.-ing
<i>yn tyfu</i> - - - - -	grow.-ing
<i>yn wylo</i> - - - - -	weep.-ing
<i>yna</i> - - - - -	then

Y—continued.

<i>yn ol</i>	back, backward
<i>yn ol ac yn mlaen</i>	back and fore
<i>yn-(of, ot, ddo, ddi, om, och, ddynt)</i>	in (me, thee, him or it, her, us, you, them)
<i>yn mlaen</i>	onward, forward
<i>yno</i> -	there
<i>yntau</i>	he or him also
<i>ynys.-au</i> or <i>oedd, f.</i>	island-s
<i>y perygl</i>	the danger
<i>ysgafn</i>	light
<i>ysgrech.-iadau, f.</i>	scream-s
<i>ysgrech.ain-odd-AF (wyd)</i>	to scream
<i>ysgyt.io-iodd-IAF (i.wyd)</i>	to push
<i>vstafell.-oedd, f.</i>	room-s



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